

# THE ELEMENTARY ENGLISH REVIEW

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## Illustration of Children's Books

LUCILE WARNOCK

*Technical High School Library, Omaha, Nebraska*

**A** GREAT DEAL of emphasis in the past has been put on Good Book Week celebrated each November. But with the initiation two years ago of the Children's Spring Book Festival by the New York *Herald Tribune*, a year-round interest in displaying and enjoying choice books is being stimulated. Since 1922 the Newbery Medal has been awarded annually for the most distinguished contribution to literature for American children. In the future there is to be the Randolph Caldecott Award, to be presented annually to the artist of the most distinguished picture book for children published during the year. Thus an additional impetus will be given to the production and appreciation of good books.

It is interesting to notice that of the four principles to be considered by judges in making the *Herald Tribune's* award, the third and fourth points stress beauty. There must be beauty of thought and of ap-

pearance; and there must be "the harmony of conscious design, holding together text, illustrations, and all departments and details of mechanical production." That last phrase is quite important. It implies good printing on a quality of paper which will bear handling and re-handling by the child who loves the book; a quality which is worthy of the work of an illustrator and the additional cost of color printing. It includes good boards and durable binding. The book must be a unit throughout.

The principles of beauty and of harmony between text and illustration have their origins in the work of early craftsmen living in the latter part of the nineteenth century. In Walter Crane's work we find one of the best early examples of harmonious treatment of text and design. He was also a fine draughtsman working into the design much detail. In Randolph Caldecott, of this same period, we see a different kind



From *When the Root Children Wake Up*. Written and illustrated by Sibylle Olfers. Translated by H. D. Fish. Stokes.

of artist, one using less detail and expressing much with few lines. He drew the familiar things of the out-of-doors, well observed. In his drawings are much



From *Aladdin and the Wonderful Lamp*. Illustrated by Elizabeth MacKinstry. Macmillan.

humor, gayety, and action. With these two we must mention another contemporary, Kate Greenaway, with whose quaintly-dressed children and garden scenes we are familiar. Of present day English illustrators we can mention only Arthur Rackham who has created such incomparable illustrations, Leslie Brooke, and Beatrix Potter. Of our own early American illustrators, Howard Pyle is foremost and merits the title given him, "the father of all pirates in art." Outstanding also was his ability to produce illustrations in keeping with the spirit of the text. N. C. Wyeth is continuing the Pyle tradition.

Today there are many doing creative work. One of the most skilled designers and illustrators is Boris Artzybasheff who has given us *The Fairy Shoemaker*, an excellent example of design fitting the text. Artzybasheff happened upon the various poems separately—that is, they had not previously been published together in book form—and as he read the verses they formed decorative patterns in his mind so that when the patterns were drawn they tied the verses together into a unit. The design is a very pronounced black and white, as most of his work is. There is so much

carefully-worked-out detail that it produces a very striking and effective result. Adults probably appreciate it and care for it more than the young person. Artzybasheff also illustrated *Gay-Neck*, as well as many other notable juvenile books. For his latest, *Seven Simeons*, he received the \$250 award of the *Herald Tribune* last spring. It is a delicately-conceived design in red, green and black.

Vera Bock, in illustrating *The Tangle-Coated Horse* by Ella Young, for whom Artzybasheff has also done some illustrating, has used black and white designs which remind one of Artzybasheff, but to me there is not the fineness of detail and the rhythm that are expressed in the work of Artzybasheff. Noticeable is it that both these artists were born in Russia and left at the time of the Revolution.

Another of our foremost artists is Elizabeth MacKinstry. Her work gives us the impression of roundness of form. Her figures are not flat on the page but have



From *The Little White Goat*. By Dorothy Lathrop. Macmillan.

a sculptured effect, the result of her having actually done work in sculpturing. In her illustrations for *Aladdin* there is a rich oriental gaudiness of color. The black and whites however are equally fine in their effect—they are almost aquatints in quality. The illustrations are

full of fascinating details. Her work for D'Aulnoy's *The White Cat and Other French Fairy Tales* is a most artistic piece of illustration.

For an illustrator who is in the same class and is thoroughly American in his art, we have James Daugherty. Perhaps his work is also a little beyond the young child because of the involved patterns. Usually the space within the frame, as it is called, is well filled with background or figures overlapping, as in *The Knickerbocker History of New York* and his recent book, *Their Weight in Wild Cats*. But there is so much suggested spirited action and vitality, and the facial expressions are so infectious in buoyancy and all-over smile that these characteristics will certainly capture any youngster. This



From *Everyday Life in Homeric Greece*. By M. and C. H. B. Quennell. Putnam.

kind of illustration—characterized by robustness and vigor—is especially suitable for books with a frontier and early American atmosphere. The end-papers in Daugherty's books are also worthy of notice.

Honoré is an artist with a virile style.

His black and white work in Auslander's *Winged Horse* and in the books written by Charles J. Finger is well remembered by all. His wood-cuts in *Tales from*



From *The Winged Horse*. By J. Auslander and F. E. Hill. Illustrated by Paul Honoré. Doubleday, Doran.

*Silver Lands*, one of the Newbery medal books, are considered among the finest in contemporary books.

Robert Lawson has done some very good work. Many people will identify him by *Ferdinand* because his illustrations play such an important part in that successful little book. The humor of the text is so perfectly brought out in Lawson's delightful drawings that one will not forget the humanized faces of Ferdinand and his mother. His illustrations for *Under the Tent of the Sky* are quite different—much more restrained, with some very beautiful vignettes, the designs in which are from nature.

The captivating little black figures by Ernest H. Shepard for A. A. Milne's *When We Were Very Young* and the rest of that group are well known to all. They are very much a part of the text, co-equal with the verses.

Kurt Wiese is an artist rather prolific and varied in the scope of his work. Many know his illustrations for *Young Fu of the Upper Yangtze*, and for other books with a Chinese background, for *Honk the Moose*, and *No-Sitch, the Hound*. *Little Ones*, one of his more recently illustrated books, would scarcely be recognized as his, judging from the type of his former work. The suggested



From *Their Weight in Wildcats*. By James Daugherty. Houghton.

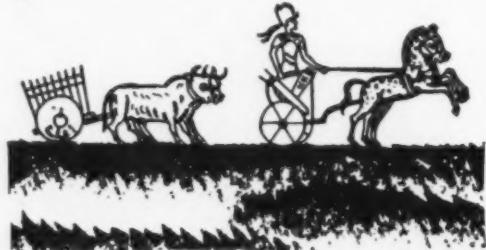
softness and fluffiness of the coat of the little new animal "comes right out from the page at you." He has done an excellent piece of work.

Mentioning little animals leads us on to Dorothy Lathrop whose knowledge of their habits and whose drawings of them—the rabbits, the fawns, the goats and the squirrels—are very accurate. She expresses so much grace, lightness of foot, and naturalness in their scampering movements. She knows how to create a background of lacy foliage or a dense forest out of which these playful little creatures come. We are enchanted by the fantasy in her work. As for her little children, she is most skillful in expressing happy frolicking childhood and her drawings of them fit most charmingly in books of children's poetry.

When we talk of illustrations being attuned to the spirit of the author's work,

we think of the illustrations of Lynd Ward for *The Cat Who Went to Heaven* and for Alice Howard's *Ching-Li and the Dragon*. The stories are artistically worked out—both in conception of plot and in the language used. The illustrations by Ward in softened blending tones are in keeping with the beauty in the stories. In his recent work, illustrations for *Topgallant* and *Bright Island*, the shading in the drawings is finely done. It is apparent on the breast and wings of the gulls, in the reflection of the blades of wild iris in the water, in the shadowy effects in the sky.

Kate Seredy is one of the newer illustrators. Her book, *The Good Master*, a colorful story of Hungary, is a fine example of well-written text with beautifully-brushed full-page illustrations alive with strength, intricate decorations in vignettes and tail-pieces, colorful end-papers and jacket. Her love for the out-of-doors and all animals is shown in her understanding portrayal of them, and her children are both appealing and charming.



From *Story Book of Wheels, Ships, Trains, Aircraft*. By Maud and Miska Petersham. Winston.

Probably most of us like color. Edgar and Ingri d'Aulaire have done very interesting color work as well as black and white in lithographs. In their illustrations for *The Lord's Prayer* the use of much gold on the title page, in the border designs, as well as touches of it in combination with the colors used in the illustrations, gives a very rich effect. *George Washington* and *Children of the North*

*Lights* are colorful and always animated. In the latter, the black and white illustrations are also very interesting because of the artists' skill in representing distance, movement and spatial effects.



From *The Fairy Shoemaker*. By Boris Artzybasheff. Macmillan.

In Helen Sewell's work the combination of color with the type of her drawing which is full, sculptured in its effect, has resulted in some very decorative pages. The title page and the pages with garlands of flowers and fruit in *The Princess and the Apple Tree* by A. A. Milne are examples. Another beautiful book to her credit is *A Round of Carols* in which the spiritual quality suggested by Christmas hymns and the sculptured effect have been blended most admirably.

For little people, an unusually beautiful and cleverly designed picture book carrying out nature's color scheme is that of Sibylle Olfers *When the Root Chil-*

*dren Wake Up* translated by Helen Dean Fish. The colors range from the dull browns of the winter season and the brighter tones of brown of the awakening earth through the gayer colors of summer and the rich tints of autumn.

The Petershams are widely known and loved as the author-illustrators of some of the most outstanding children's books of recent years. Their color tones are beautifully harmonized and have a decidedly foreign flavor. The gayety and brilliance of books like *Miki* and *Auntie* make the Petershams universal favorites. Their *Christ Child* is one of the most beautifully rendered editions of that story.

The Haders, whose work is familiar to us, have also done much in books for children. It has been said the Haders carry "their story-telling pencils and their amazing paintbrushes with them" and as a result we have *Jamaica Johnny* from their trip to the tropics, *Midget and*



From *Sung Under the Silver Umbrella*. By the Literature Committee of the Association for Childhood Education. Illustrated by Dorothy Lathrop. Macmillan.

*Bridget* from the southwest, *Spunkey* from the Shetland Islands, and *Marcos* from Mexico.

There are others whose work in color

# Freedom of Choice\*

JACQUELINE OVERTON

Librarian, Children's Library, Westbury, Long Island

ONE OF the most attractive prospects about a Spring Book Festival, sponsoring as it does a more liberal publication of books for young people at this season, is that there are vacation days ahead in which boys and girls are going to be able to enjoy these books and others—that is if we will give them the chance to do it in their own way.

What is their own way?

Were we to ask them they would probably want to say "the same as yours, the right to read what appeals to me, what I want right now at this moment—perhaps it's one of those new books—perhaps it's an old book—but let me make my own choice—and don't ask me a lot of questions about it."

As a children's librarian both in the city and the country for some years back, I've had the good fortune to watch children reading during vacation in places where they were exposed to plenty of books and left free to make their own choice. I've seen their reactions and know something about the range of their interests. And this range of interest I might say right here, has increased amazingly during the past ten years. Boys and girls today are reading on almost as great a variety of subjects as grown people, and challenging those who write for them to meet their demands in a living way. What fun this summer to watch what happens with such lively stories as: Hewes' *Cod-fish Musket*, Ruth Sawyer's *Roller Skates*, or Owen's *Denmark Caravan*, or such vital biographies as Constance Rourke's *Audubon* or *The Insect Man* by Doorly

(a fascinating biography of Jean Fabre). We have waited a long time for as all-around a book about woodcarving as E. J. Tangermann's *Whittling and Woodcarving*. It's bound to be a favorite with boys who find tinkering in vacation a great sport. *Strange Sea Shells* and their stories by Hyatt Verrill will undoubtedly go to the beach many times along with *Coast Guard to the Rescue* by Karl Baarslag. Think of a vacation with four such delightful and varied picture story books as Ludwig Bemelman's *Golden Basket*, *Little Tim and the Brave Sea Captain* by Edward Ardizzone, *Dancing Cloud* by Mary and Conrad Buff and *The Seven Simeons* by Boris Artzybasheff—to share with little boys and girls.

"Don't you think Peter ought to read along some special line this summer?" This question from anxious mothers comes frequently to librarians at this season.

Of course, I do, if the "special line" is Peter's idea and he wants suggestions to help him follow it in books. Otherwise as a scheme to make Peter read, I think it is likely to meet with scant success. If a plan seems indispensable, I should have more hope of success if the scheme were reversed and children were encouraged to make their own lists.

If Peter and Jane have bents and want to follow them—they are pretty certain to root out books on the subject themselves (incidentally developing a sense of selection). If they want to roam far and wide in their reading, discovering this to their infinite satisfaction, discarding that because it fails to hold their interest, or revelling in the blessed privilege

\* This paper was read at the Children's Spring Book Festival, 1937. Miss Overton is the author of *Long Island's Story*, and *Life of Robert Louis Stevenson for Boys and Girls*.

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# The Use of Book-lists and Tests in Guiding Children's Reading

PAUL WITTY AND DAVID KOPEL

*Northwestern University, Evanston, Illinois*

**C**HILDREN'S RESPONSES to graded book-lists<sup>1</sup> and the results of standardized reading tests may be employed jointly in directing children's reading. Effective use of book-lists and tests implies, however, a recognition of their values and their limitations as well. The standardized test score suggests the *grade* level at which a child can read successfully. Thus, a child whose score indicates "fourth-grade ability" should be expected to read books congenially and successfully if these are chosen from the fourth-grade categories of graded book-lists. But this anticipation is not always realized, for books so designated as to difficulty may prove too easy, too difficult, or quite inappropriate because of a child's unique background of experience and consequent special reading needs. Moreover, since standardized tests generally contain fragments of reading matter (words, sentences or paragraphs), their use does not disclose a child's ability to assimilate, interpret, and organize sequences of printed material in

episode, chapter, or book form. It is not surprising, therefore, that a rather large number of children fail conspicuously in dealing with long sequences of reading matter chosen in accord with their reading (test) ability.

In estimating a child's true reading ability, it is essential therefore to supplement test data with other information. Before one arrives at a judgment of a child's reading status he should ascertain the child's capacity to read different kinds of printed material on several levels of difficulty. The following practice may yield this information. The child's reading "grade" upon standardized tests having been ascertained, one then examines how fluently and understandingly the child reads episodes from books one year above, one year below, and at a child's test level. Thus, a child who displays fifth grade test ability should be observed in his efforts with materials classified at levels from the fourth through the sixth grade.<sup>2</sup> In addition, it is helpful to study a child's performance in reading several types of material. The child should be presented with stories selected from the *Children's Bookshelf* or some other interesting and graded assembly of narratives. His reading from books in a graded social studies or science series—the Rugg-Krueger volumes, for example—may be observed to determine his ability with this type of material. A child who reads a "sixth-grade"

<sup>1</sup> Among the commonly used graded book-lists are the following:

Beust, Nora, compiler. *Graded List of Books for Children*. Chicago: American Library Association, 1936. 161 p. \$1.75.  
Terman, Lewis M. and Lima, Margaret. *Children's Reading; A Guide for Parents and Teachers*. 2d ed. New York: D. Appleton & Co., 1931. (Part II, "Suggestions for Children's Reading," pp. 109-422.)  
Wilkinson, Mary S., Weedon, Vivian, and Washburne, Carleton, compilers. *The Right Book for the Right Child*. New York: John Day Co., 1933. 357 p.  
Herzberg, Max J. and Center, Stella S., compilers. *Books for Home Reading for High Schools*. The National Council of Teachers of English, 211 W. 68th St., Chicago, 20¢.  
Herzberg, Max J. and Center, Stella S., compilers. *Home Reading List for the Seventh, Eighth and Ninth Grades*, prepared and published by the National Council of Teachers of English, 211 West 68th St., Chicago, 20¢.

For a fairly complete and annotated bibliography of lists useful in various types of reading endeavor see the writers' article, "Reading Sources and Resources," *Illinois Teacher*, May, 1938.

<sup>2</sup> A check list of important oral and silent reading habits may be found in Part IV of the Witty-Kopel "Diagnostic Child Study Record," published by the Northwestern University Psycho-Educational Clinic, Evanston, Illinois.

narrative successfully may experience difficulty with a sixth-grade geography. Such discrepancies occur because of vocabulary, grammatical, and contextual differences, and because of variations in the amount and nature of children's experiences with these materials.

But even this detailed information requires supplementation for adequate guidance of a child's reading. It is of utmost importance to ascertain the areas in which a child needs to read, if his pattern of growth is to be effectively guided. And needs are disclosed only through rather complete study of a child's problems, his background of experience, and his present abilities and interests. An interest inventory will be useful in obtaining information of this character. Through informal interviews guided by the interest inventory one may discover children's wishes, fears, dreams, attitudes, hobbies, vocational ambitions, radio, movie and reading habits and preferences, emotional conflicts and social relationships. An interest inventory prepared by the authors<sup>3</sup> contains a section designed to study the child's reading experience. This section is a book-list of approximately 300 titles of representative books read by children in grades II-VIII. Each title bears a number. Thus, the 200's are second grade, the 300's are third grade, the 700's are seventh (and eighth) grade books. The child checks the numbers of the books which he has read. Thus used, the book-list may disclose what books children have read and at what grade level they habitually read. The teacher will be aided appreciably in estimating a child's needs if he knows whether the child's voluntary reading is from books at, above, or below his grade. It is helpful also to know whether a child's reading has been rich and varied or whether it has been restricted and

meagre. The number and the character of the books examined, and the areas or types of reading which have been sampled will provide this significant information.

Graded book-lists and tests thus may be used by teachers and librarians to select books in harmony with the ability of children, and reading may be associated in this manner with successful and happy achievement. But their usefulness does not end here. The lists may be checked at the beginning and at the end of each grade in evaluating the extent and development of children's reading, since reading upon increasingly high levels of difficulty is *one* criterion of desirable growth. Book-lists should be used, however, as *one* item only in determining children's present reading status, in building libraries, in directing children's reading, and in evaluating their growth. Since lists contain books now read their use does not point the way to new avenues of exploration, and to new areas into which creative intelligence, if released, stimulated and directed may lead children. Moreover, many makers of lists have omitted consideration and evaluation of the content of books. They have considered merely the structural difficulty of reading matter. Which books contain texts appropriate for John in Winnetka, or Bill in Kansas City, or Mary in Los Angeles? This question can not be answered by reference to a graded book-list. Let us bear in mind that the life interests and problems of children spring from individual differences in experiential backgrounds, capacities, and fundamental drives. Hence, they lead to many levels of understanding, and to diverse reading needs. A discriminating teacher therefore is concerned to a slight degree only with the child's approximation or conformity to the typical pattern of reading exemplified in a graded book-list; he is interested vitally in the educative role and

<sup>3</sup> The Witty-Kopel "Interest Inventory" and "Manual of Directions" may be obtained also from the Northwestern University Psycho-Educational Clinic.

emotional significance of reading in the child's life. The teacher's objective changes thus from an attempt to provide all children with common reading experiences to an effort to assist children in developing individually appropriate patterns of growth. In this endeavor the teacher will be aided by the use of a cumulative record of each child's reading. A simple form may be devised, which contains the titles of the books read, the dates, the purpose of the reading or its relation to other activities, and brief, critical reactions of the child to each episode or book.

After examining such a record a competent teacher may find a continuity which shows clearly that significant interests have been expanded, that experience has been enriched, and that meanings have been extended through reading. In other words, a worthwhile pattern really is discernible. In another record, he may observe a discontinuity which if not corrected will block or distort growth or engender personality disintegration. To guide effectively the pattern of reading for each child is one of the teacher's most important but most frequently neglected obligations. Performance of this task may be aided by bear-

ing in mind the fact that organization of meanings transpires when extensive reading is associated clearly with individual needs and purposes and when it contributes to or extends *loci* of experience. Standardized devices used to guide children's reading will prove individually inappropriate and socially undesirable if educators' efforts are designed simply to mold our human product in the conventional pattern by encouraging children to read in a logical sequence a series of progressively difficult but indiscriminately selected books. It cannot be emphasized too strongly that book-lists and tests, like all standardized products are static; by stressing them unduly we help perpetuate outworn patterns of life and useless information. The teacher, therefore, must be concerned primarily with problems of living today. Thorough acquaintance with present-day social trends (through observation and active participation therein, through extensive critical reading of contemporary as well as of historical materials, and through intimate knowledge of children's literature, old and new) provides assurance that children's problems in living now will be recognized and met through wise counsel and guidance in reading.

# A Reading Activity in Grade One\*

SISTER RICHARDINE

*Corpus Christi School, New York City*

FRANK T. WILSON

*Hunter College, New York City*

**EDITOR'S NOTE:** In the April issue, Sister Richardine described a diary which her first grade pupils kept throughout the year. The children dictated the diary entries which were written in print-script by the teacher on 18" x 24" sheets. These pages were bound in oak tag covers each month. The children took immense pride in their diary, copying pages "to take home," re-reading entries, making illustrations, and otherwise enjoying the project.

In this number, Dr. Wilson analyzes the vocabulary employed in the diary.

**T**HE VOCABULARY of the diary has been reproduced in Table II in alphabetical order. Differences in the form of words due to capitalization, plural, past tense, adverbial form, etc., were retained in the list, and have been indicated by the indentation of such differing word forms under the simpler word. The reason for showing all the word forms found was to give recognition to the fact that differences in letter forms mean real differences in word forms and require added learning for their mastery in reading.

The first column in the table gives the number of times the words or other symbols were used in the diary. The second column gives the rank order positions of those words which are found in Gates' *A Reading Vocabulary for Primary Grades*.<sup>1</sup> In the Gates' list, the smaller the number, the greater the frequency of the word. The third column gives the

thousandth place of each word according to the Thorndike *Teachers Word Book of 20,000 Words*.<sup>2</sup> The larger the number in the Thorndike list the less common the word. In both the Gates and Thorndike lists there is no separation of words due to capitalization or form differences, such as plurals. From the table, therefore, one may read the frequency of each word form in the diary and compare that with the frequency of the word in the Gates list, if it appears there, and likewise in the Thorndike list. For example, the small letter form of *a* was used 93 times in the diary. The capitalized letter form appeared 11 times. The word without distinction between small and capital letter forms has rank order 30 in the Gates list and is in the first half of the first thousand of the Thorndike list. The word *abbreviations* was used once in the diary, does not appear in the Gates list, and is in the thirteenth thousand of the Thorndike list.

There were 3,407 running words in the diary, plus 280 numbers and numerals, and 39 letter symbols. A total of 870 different word forms was used. Table I shows these facts and also gives the repetition provided in the diary. Six hundred and three words, or 69.3%, are in the Gates list. Of the remainder, 79, or 9.1%, were proper nouns and 188, or 24.6%, were other words not in the Gates list. The lower part of the table

\* Prepared with the assistance of the U. S. Works Progress Administration for the City of New York, Project No. 165-97-6172, Sub-project #4.

<sup>1</sup> Gates, A. I. *A Reading Vocabulary for the Primary Grades*. Bureau of Publications, Teachers College, N.Y.C., 1926.

<sup>2</sup> Thorndike, Edward L. *A Teacher's Word Book*, Revised, Bureau of Publications, Teachers College, N.Y.C., 1932.

TABLE I

## PERCENTAGES OF DIARY WORDS COMPARED WITH GATES' LIST, AND FREQUENCIES OF DIARY WORDS

Number of diary words in the Gates list	603	69.3%
Number of diary words not in the Gates list except proper nouns (Indicated in Table 1 by asterisks)	188	21.6%
Number of proper nouns in diary and Not in the Gates list (Indicated in Table 1 by quotation marks)	79	9.1%
<hr/>		
Total	870	100%
 Number of word forms used in the diary		
1 time only	514	59.1%
2 times only	127	14.6%
3 times only	56	6.4%
4-9 times	100	11.5%
10 times or more	73	8.4%
<hr/>		
Total	870	100%

shows the numbers of words that appeared in the diary once, twice, three times, four to nine times and ten times or over. More than half, 59.1%, appeared only once. Eight and four tenths per cent of the words was used ten times or more.

The analysis shows (1) that in this activity the reading vocabulary included a large percentage of words that were not among the 1500 commonest ones as reported by Gates, and (2) that repetition of words was not provided for a large proportion of them. In the formalized reading pedagogy it has been considered essential to have only the most common words in a beginning reading vocabulary and to provide a great deal of repetition of each one. In real life situations where interests are natural and motivate learning, the need for repetition is largely supplanted by intensity of experience, and by the much more extensive associations and integrations resulting from deeply satisfying experiences.

TABLE II  
THE DIARY VOCABULARY

The asterisks indicate common nouns and other words contained in the diary, but not found in the Gates' list. The dagger marks indicate proper nouns not found in the Gates' list.

	A	Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position		Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position		Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position
a	93	30	1a	again	2	214	1a	and	46	174	1a	
A	11			*ahead	1		3b	And	1			
A, B, C's	1			airplane	1	798	10	animal	1	858	1b	
*abbreviations	1		13	*alarm	1			Animal	1			
about	15	204	1a	all	3	17	1a	animals	1			
*absent	1		3a	All	1			another	1	n	681	
acorns	1		5b	along	1	adv 777	1a			adj	680	1a
*ADMISSION	1		5b	alphabet	1	p 776		†Ansari	1			
after	2	dv 371	1a	also	1		8	answer	1	n	1039	1a
		p 370			1	1204	1a			v	1038	
After	1			†America	1		2a	*apartment	1			
afternoon	7	952	1b	American	1		1b	*April	20			
AFTER-NOON	1			among	1	1091	1a	Apr.	2			
				an	6	63	1a	are	26			
										34		1a

				Frequency in Diary					Frequency in Diary					
				Gates List Rank Position 1500		Thordike List Thou- sandth in position		Gates' List Rank Position 1500		Thordike List Thou- sandth in position		Gates' List Rank Position 1500		
*Armistice	1			14		Book	1			charcoal	1			
around	2	adv	258			bottle	1	1088	2a	*chart	1			
		p	534	1a		bowls	1	477	2a	chickens	1	486	2a	
as	1		329	1a		box	2	225	1a	*chief	1		1b	
*Ash	1			3b		boxes	1			Child	1	454	1a	
ashes	1					boy	3	26	1a	Children	1			
asked	2		266	1a		Boys	4			children	11	193	1a	
*assembly	1			3a		boys	5			†Chinese	4		5a	
at	9		20	1a		breakfast	1	571	1b	chop	1	v	1483	
At	6					bridge	1	800	1b	chose	2	v	1448	
*auditorium	13			13		bright	1	437	1b	†Christi	3			
Auditorium	1					bring	1	161	1a	Christmas	12	221	1b	
AUDI-						brought	7	975	1a	church	3	843	1a	
TORIUM	1					†Bryant	1		20	city	1	427	1a	
away	4		107	1a		building	1	570	1b	class	1	745	1b	
						*bulbs	1		5b	clay	6	537	2b	
						*bulletin	1		7	Cleaning	1	v	277	
										adj	473			
B														
back	4	n	141	1a		bunny	1		13	clock	4	487	1b	
		adv	522			bunnies	1			clocks	1			
band	1	n	950	1b		busy	1	879	1b	coal	1	n	735	
bananas	2		640	4b		but	1	206	1a	cocoa	1		550	
*batteries	2			5a		butterfly	1	428	3b	coffee	1		1131	
*battleship	1			10		by	1	71	1a	*cocoon	1		10	
*beanstalk	1			10						cocoons	3			
beautiful	1		726	1a						cold	1	106	1a	
because	1		393	1a		cage	2	907	3b	*Columbus	11		3a	
began	1		978	1b		†Calamares	1			come	3	29	1a	
bell	2		244	1b		called	2	v	116	1a	coming	4	v	645
*benches	1			2b		Came	24		118	1a	Coming	1		
*Benediction	1			10		*canary	1		8					
*berries	1			2b		candy	1	386	2b	*committees	1		3b	
best	1		260	1a		cans	1	n	213	1a	*communion	1		7
big	4		39	1a			v		130		*confession	2		5b
†Billy	1			3b		cape	1		1322	3a	*congratulated	1		5b
bird	1		121	1a		car	1		228	1b	†Connecticut	1		5b
birthday	1		375	2b		cars	1			*contest	1		3b	
black	3		490	1a		card	1		1056	2a	*copper	1		2b
*Blessed	2			1b		cards	1			*cord	2		3b	
blessing	1			2b		*carols	1		7	†Corpus	3		15	
blew	1		1332	3a		*carpenter	1		3a	*costume	1		5b	
block	1		543	2a		carpenters	1			costumes	3			
blocks	1					†Carroll	1		7	could	2	330	1a	
*blooming	1			2b		*cashier	1		6	counted	1	315	1b	
blue	1		148	1a		cat	1	165	2a	covered	1	v	933	
*blueprints	2					Caterpillars	1	656	6	crackers	1		504	
board	1	n	1129			cent	1	481	1b	cream	1		1270	
		v	1130	1b		chairs	1	218	1b	*crib	1		6	
boat	4		208	1b		change	1	n	621	1a	†Crotly	3		
*bogey	1						v		1097		*crown	2		
book	2		83	1a		*characters	1		2a	crowned	1		1b	



		Frequency in Diary		Gates' List Rank		Frequency in Diary		Gates' List Rank		Frequency in Diary		Gates' List Rank		
				Position 1300				Position 1300				Position 1300		
				Thordike List Thou-sandth in position				Thordike List Thou-sandth in position				Thordike List Thou-sandth in position		
girls	2					hearing	1			iron	1	n	1164	1b
give	1	43	1a	heard	1		866	1b		ironed	1	v	1163	
		1283		*heigh-o	1									
go	5	19	1a	help	1	v	103	1a	is	61		3	1a	
goes	1	458	2b		n	1446			it	18		22	1a	
going	7	309	1b	helped	2				It	31				
Goats	1	369	2a	helpers	1									J
God	1	829	1a	her	1		35	1a	†Jack	1				
God's	2			Her	1				†James	7				2a
gone	1	1162	1b	Here	4		184	1a	*January	21				2a
good	6	adj 187	1a	him	2		55	1a	Jesus	1		1433	5b	
	n	1114		his	12		33	1a	†Joan	1				10
	i	1115		His	2				Joan's	1				
Good	1			*holders	1				†Joseph	1				3a
good-by	1	n 361	3b	holy	2				Joseph's	1				
Good-by	1			home	2		47	1a	†John	11				1a
†Goodman	3		8	hook	1				*June	14				2a
got	1	192	1a	hope	1	n	1280	1a						
grade	14	n 1021	2b		v	1067								K
Grade	3			†Horace	2									
Grades	1			†Horton's	1				†Kathleen	1				
grades	2			hour	1		662	1a	†Kelly	2				19
*Graduation	1		9	Hour	2				Keep	3		439	1a	
*grand	1		2a	house	5		73	1a	*Kiddie	4				
gray	2	1106	1b	House	1				killed	5		1126	1a	
*grocery	1		6	houses	4				kindergarten	8		619	10	
GROCERY	1			*Housecleaning	2				KINDER-					
growing	1	307	1a	how	4		425	1a	GARTEN	1				
Gruff	1	824	5a	How	1				Kindergar-					
*gym	2			*Hurrah	2				ten	2				
				*hyacinth	1				king	1		612	1a	
				*hymn	1				king's	1				
H									kitten	1		448	3a	
had	20	42	1a						know	2	v	499	1a	
Half	2	519	1a										1224	
hall	3	739	1b											
				I										
*Hallowe'en	2		13	I	5		2	1a						L
*hand-bills	2		20	ice	1		217	1b						
handkerchiefs	1	1181	2b	if	1		344	1a	*ladder	1				3a
hang	1	1198	1b	in	43		5	1a	lady	2		974	1b	
happened	1	1266	1b	In	2					n	1346			
has	7	56	1a	†India	1				Lady	1				
Hastings	1		18	indian	1				ladies	1				2b
hat	1	185	1b	Indian	2	n	580	1b	last	2	v	793	1a	
hats	1				adj	941				adj	976			
have	9	38	1a	*insulated	1					adv	794			
having	3			into	6		135	1a	Last	1				
he	6	7	1a	*invitation	1				learn	2		696	1a	
He	17			invitations	1				learned	2				
*Health	1		1b	invite	1		903	2a	learning	1				
hear	3	528	1a	invited	5				leaves	1	n	295	11	
Hear	1			inviting	1					v	867			

		Frequency in Diary	Gates' List Position 1500	Thordike List Thous. sandth in position		Frequency in Diary	Gates' List Position 1500	Thordike List Thous. sandth in position		Frequency in Diary	Gates' List Position 1500	Thordike List Thous. sandth in position	
left	1	523	1a	me	1	23	1a	now	2	104	1a		
legs	1	278	1b	measuring	1	v	1435	1a	Now	1			
letter	1	n	471	1a	men	3	203	1a	numbers	3	n	1297	
letters	9			*Mercy	1		5b			v	1169	1a	
*Library	1		2b	*Merry	3		2a	*nurse	1			2a	
liked	3		1a	†Meyers	1			*N. Y.	1			16	
likes	2	v	85	†Mildred	1		13						
		adv	86	milk	1	n	88	1a					
†Listi	1					v	346						
little	10	adj	138	1a	Miss	10	198	1a	o'clock	4		883	
		adv	468		†Monan	1			*October	21		2a	
Little	1				Monday	32	1258	2a	of	44		24	
looked	2				Mon.	2			off	1	adv	134	
looks	2	v	90	1a	month	2	1314	1a	†Ohio	1		1a	
		n	540		†Morningside	1			†O.K.	1		4a	
long	1		181	1a	†Moore	2		12	on	42		8	
lost	1	v	608	1a	morning	12	196	1a	one	7	n	13	
		adj	912		most	1	adv	932			adj	12	
							adj	931					
†Lowry	4												
†Lucy	1		5a	*moth	2		5b	only	1		270	1a	
Lucy's	1			Mother	3			open	1	v	259	1a	
lunch	2	n	313	3b	mothers	3	44	1a			adj	404	
				moved	1	v	1011	1a	opened	1			
						n	1060		opening	1			
M													
†Machree	1			Mr.	5		1b	other	3		617	1a	
made	25		48	1a	Mrs.	1	649	1b	our	57		27	
mail	3	n	682	2a	much	1	n	261	1a			1103	
		v	683				v	582		Our	15		
mail box	1			my	1		25	1a	out	6	adv	81	
*mailman	1			*mushrooms	1		8			p	80		
make	6		11	1a					*outdoors	1		14	
making	4								outside	2	n	1095	
man	2	n	28	1a	nail	1	n	530	2a		p	1094	
†Mann	2						v	715		own	2	adj	406
many	2		372	1a	nails	1					v	864	
March	16		1007	1b	name	6		1a	*overshoes	2		10	
Mar.	3				names	3	n	100		Overshoes	1		
*Margaret	1		4b			v	433						
Margaret's	1			new	14		70	1a					
†Marguerite	1			News	1		1005	2a					
†Marie	1		9	New York	1		966	1b	paint	1	n	245	
†Martin	1		5b	Nibble	9		808	6		v	246		
†Mary	3		2a	†Nicholas	1			6	Painted	1			
*Masks	1		4b	night	2		237	1a	*pane	1		4b	
†Mastin	1			nine	1		416	1b	paper	3	n	236	
May	23		983	1a	no	1	adj	10	parade	1	n	986	
†Mc.	2						adv	9	part	4	n	1147	
†McGough	1			not	8		74	1a	party	3		336	
†McGrath	1			Nothing	1		921	1a	Party	3			
†McN.	2			*noticed	1			1b	*passenger	1		3a	
†McNamara	1			*November	18			2a	passengers	1			



	Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position		Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position		Frequency in Diary	Gates' List Rank Position 1500	Thordike List Thou-sandth in position
snowy	1		6	Ten	1	152	1a	tried	2	1292	2a
*Snowball	1		13	*test	2		2b	trip	4	n	1083 1b
snowflakes	1	632	9	thank	1	326	1a	truck	1	n	1486 5a
so	2	adv 240	1a	thanked	1			true	1	1265	1a
		c 780		thanks	1			*tub	1		4a
So	1			that	5	pr	97	1a	*Tuesday	26	
some	8	274	1a			adj	96		Tues.	8	
Some	14					c	98		†Tuohey	1	
South	1	adj 1138	1a	the	126		1	1a	turtles	1	910 4b
		adv 1140		The	64			Two	6	adj	32 1a
		n 1139		their	8	pr	137	1a			
Special	1		2a	them	9		61	1a		<b>U</b>	
*spun	1		5a	Then	1	485	1a	*unloading	1		8
squirrels	1	461	3a	There	3	219	1a	up	13	adv	46 1a
St. (Saint)	11		3a	†Theresa	1				pr	45	
*stage	2		3a	Theresa's	1			*upper	1		2a
starts	1	v 407	1a	*thermometer	1		5b	upstairs	2	adv	665 6
stay	1	v 545	1a	these	3	201	1a		n	753	
store	8	n 465	1b			pr	200		us	52	59 1a
		v 1385		These	1			use	1	v	421 1a
STORE	1			they	1		51	1a		n	478
stopped	1	67	1a	They	4						
story	6	147	1a	things	9	443	1a		<b>V</b>		
Story	1			this	13	pr	95	1a	valentine	1	515 6
STORY	1					adj	94		*Valley	1	1b
stories	1			This	12				*Vegetable	1	2b
strange	1	1460	1b	†Thomas	14		3a	very	2	182	1a
straw	1	1233	2a	thought	1	n	826	1a	*villages	1	
street	1	271	1a			v	936		†Vivian	1	
strikes	1	955	1b	three	2	215	1a	visited	1	n	592 1a
*stuffed	1		2b	Three	1				v	789	
sun	2	n 128	1a	*Thursday	25		2b	*voted	2		2b
Sunday	1	1090	2a	Thurs.	7			votes	1		
surprise	1	n 1298	1b	*Tickle	1		5a		<b>W</b>		
		v 1299		time	6	n	140	1a			
*sword	1		2a			v	552		wall	2	n 339 1a
				Time	2				walk	3	v 226 1a
				*ting	2		19			n	227
T				Ting	3						
tables	1	149	1a	to	88	4	1a	want	3	v	154 1a
*tackle	1		7	today	22	308	1a	War	1	n	1289 1a
take	2	317	1a	Today	16			warm	2	adj	306 1a
taken	1			told	6	600	1b	was	30	v	518
taking	2			tomorrow	1	631	1b	washed	1		77 1a
talked	1	n 984	1a	Tomorrow	2			wash	n	476	1b
		v 507		tonight	1	876	2b	†Washington	1		1004 2a
*Talkie	1			too	3	194	1a	water	2	n	60 1a
tell	1	395	1a	took	10	806	1a		v	173	
tells	1										
teacher	1	1189	1b	*tower	1		2a	way	1		155 1a
telephone	1	997	3a	trains	2	n	190	1a	we	43	
telephoned	1			tree	2		69	1a	We	71	1a
									100		

## THE ELEMENTARY ENGLISH REVIEW

		Gates' List Rank Position 1500	Thordike List 'Thou- santh in position		Gates' List Rank Position 1500	Thordike List 'Thou- santh in position		Gates' List Rank Position 1500	Thordike List 'Thou- santh in position		
*weather	1		1b	who	1	62	1a	*workroom	1		
*Wednesday	32		2b	whole	2	1002	1a	world	1	1042	1a
Wed.	7			whom	1	792	1b	World	1		
*weeds	1		2b	†Wilbur	2			would	2	195	1a
week	2	928	1a	will	5	v	276	*wrapped	1		2b
*weighed	1		2a		n	1326	1a	wrapping	1		
†Welch	2			†William	4		2a	write	2	303	1a
well	2	adv 101	1a	wind	1	n	216	writes	1		
		adj 606			v	207	1a	writing	1		
went	26	136	1a	window	1	280	1a	wrote	7	1372	2b
were	12	142	1a	*wire	3		2b				
What	4	pr 91	1a	wise	1	1400	1b				<b>Y</b>
		adj 784		with	15	272	1a				
when	2	127	1a	won	3	1401	2a	year	2	788	1a
When	9			word	1	845	1a	yesterday	6	748	1b
While	1	706	1a	work	5	n	238	Yesterday	1		
white	3	117	1a		v	79		you	10	6	1a
White	1			worked	1			your	2	41	1a

## NUMBERS

		24	5	I	1	Gg	1
1	9	25	5	II	1	Hh	1
2	14	26	5	III	1	Ii	1
3	11	27	4	IV	1	Jj	1
4	12	28	6	1:30	1	Kk	1
5	11	29	4	2:30	2	L	1
6	5	30	4	10:30	1	Ll	1
7	8	40	2	11:20	1	M	1
8	9	50	1	22°	1	Mm	1
9	9	60	1	72°	1	Nn	1
10	10	70	1	102°	1	Oo	1
11	10	80	1	10¢	2	Pp	1
12	9	90	1	†	1	Qq	1
13	5	100	1	‡	2	Rr	1
14	7	120	1	50 ¢	1	S	1
15	8	130	2			Ss	2
16	8	202	3			ss	1
17	6	203	2	Aa	1	Tt	2
18	5	230	2	Bb	1	U	1
19	7	301	1	Cc	1	Uu	2
20	6	303	1	D	2	Vv	2
21	7	305	1	Dd	1	Ww	1
22	6	1937	20	E	2	Xx	1
23	6			Ee	1	Yy	1
				Ff	1	Zz	1

## LETTERS

# A Plan for a Remedial Reading Program

CLARA AXIE DYER

*Professor of Education, De Paul University, Chicago*

(Continued from April)

**I**N THE administration of the program, a consistent effort was made to avoid monotony. The various schools adopted the program in accord with existing conditions and needs, but all followed the recommendations for instruction in either separate or combined periods.

The teachers of the schools that could not furnish such materials as the *Gates-Pearson Practice Exercises* (four types), the *McCall-Crabbe Test Lessons in Reading*, and the *Diagnostic Tests and Remedial Exercises in Reading* by L. J. Brueckner and W. L. Lewis (Winston Co.), selected exercises from the practice pads which accompanied the readers they had been using, or they collected materials from old books and constructed practice exercises. In this way they prepared only such exercises as were needed and only the necessary number to provide the minimum practice necessary for establishing an attitude or forming a habit. Some schools bought and used such text books as *Reading to Learn* (Macmillan Co.) instead of the practice exercises. Other schools used the *Practice Material for Developing Study Skills* (Laidlaw). The majority of schools used the regular text, *Basic Readers* (Scott, Foresman).

The schools that did not provide a separate weekly oral technique period for practice and instruction in vocabulary (word recognition) and practice in oral reading, either combined this instruction with the other periods or they alternated

it with one of the silent reading practice periods.

The teachers who could not have *My Weekly Reader* provided occasional current reading periods from other such publications. One eighth grade teacher reported that she managed to collect copies of the *Reader's Digest* and that for her pupils who were not seriously retarded she found many very desirable and interesting selections. A resourceful teacher can always find a way to solve her problems. Each teacher encouraged the children of his grade to bring to school the magazines which they could get at home or from friends.

Many of the schools were not equipped with library facilities. Inasmuch as an environment of interesting reading material is necessary for stimulating a desire to read extensively and thus supplement the analytical and objective reading exercises with a continuous subjective reading process, every teacher made an effort to obtain for his room a wide range of appropriate books and magazines for a free reading period. Some teachers obtained a loan of books from the public library. Others obtained books for a permanent room library by soliciting a donation of books and of money to buy books; by sales of candy, cake, cookies; and by entertainment. In several of the schools the children of a grade co-operated by loaning their own books to provide a temporary room library. Teachers kept the children supplied with appropriate lists of

books which they could obtain from the public library. Thus all children were guided in free reading at school and at home.

The teachers reported that the primary weaknesses of the children selected for remedial instruction were limited recognition vocabulary and lack of ability to use the tools of word recognition.

Since vocabulary is the vehicle of reading and since a knowledge of the tools of word recognition is the child's one means of becoming independent in reading, the immediate teaching problem was that of expanding the child's vocabulary and making him independent in word recognition. Therefore the following recommendations were made to the teachers;

1. Begin a campaign to expand the children's vocabulary by an earnest effort to learn the meaning of words in the reading matter of all school subjects and by stimulating them to acquire methods of independent word recognition.

2. Review the tools of independent word recognition (word analysis), and aid the children in the use of them to recognize unfamiliar words.

3. Give direct instruction in word meaning and recognition both before and after reading a selection. A study which was conducted in the University of Chicago Laboratory Elementary School found that instruction in the use of difficult and unfamiliar words immediately before the reading of an assignment enables the children to read more comprehendingly, to reduce the number of eye regressions and fixations, to increase speed, and to sustain interest.

4. Give the children direct instruction in the use of the dictionary as an independent means of arriving at word meanings, and encourage them to consult the dictionary for the meaning of words; also give instruction in the common prefixes and suffixes.

5. Encourage the younger children to seek the aid of the teacher when they encounter meaningless words.

6. Encourage the children to keep a list of the new and unfamiliar words they encounter in reading matter. They may keep a note book of "New Words" or "Words to Study." Making note books of "Synonyms and Antonyms," "Descriptive Words," and "Picture Words" is an interesting and a productive means of vocabulary expansion. A printed form, like *My Dictionary Note Book*<sup>1</sup> is useful in this connection. If a child is not made to feel responsible for word mastery the teacher's efforts to expand his vocabulary are in vain.

7. Provide practice for recognizing the meaning of troublesome words. The drill should involve a reading situation in the form of sentences and paragraphs. "Choosing" the right or the best word to make a sentence correct is a frequently used exercise. Provide exercises which require the children to use the words in sentences. Provide exercises which require a word for expressing the meaning of a sentence; the child's need should determine the kind of exercise.

8. Provide lists of words for practice in identifying words of opposite meaning; words of similar meaning; words belonging to a class, such as words that pertain to food, mood, color, character, quality, and time; substituting words for phrases or phrases for words; finding two or more synonyms for a word.

9. Provide practice in identifying little words in big words.

10. Provide practice in making words—adding prefixes and suffixes to a root word.

11. Provide exercises which will train the children in the correct use of the dictionary.

Children who are retarded in reading usually have faulty eye movements, and

<sup>1</sup> Published by Scott, Foresman and Company.

excessive vocalization and lip movements. Although these are symptoms of ineffective mental reading habits, attention should be directed toward correction.

Research has revealed that the eye movements of immature readers are characterized by irregularity and frequent regressions; by long pauses and periods of confusion; by a narrow span of recognitions, inaccurate return sweep, and reversals. These all indicate a disturbance in the brain centers—inability in fluent recognition and association. The most desirable means of correcting such habits is through the process of wide reading of relatively simple and very interesting material—material which stimulates a high degree of concentration on the part of the child. Making the child very conscious of the mechanical processes of reading distracts his attention from the mental processes of association and thinking which are necessary for deriving meaning from the printed symbols. However some instruction and guidance may be valuable for children who seem not to understand the motor process of reading.

The following recommendations were made to the teachers who reported extremely retarded cases—cases that apparently needed special instruction and guidance.

1. Correct irregularity and regression by eliminating word difficulties and by aiding the child to direct his attention to the content of the reading matter.

2. For increasing the span of recognition and developing rhythmical eye movements the teacher may: (a) Read aloud, emphasizing word groups, while the child reads the same selection silently. (b) Select an appropriate passage, underline the thought units, and ask the pupil to read it and to try to recognize the group at a glance—with one eye fixation.

3. For correcting an inaccurate return sweep the teacher should: (a) Explain

the action of the eye in the "from left to right" reading process. (b) Prepare an exercise of sentences which are double spaced and ask the child to practice reading them. If necessary draw a dotted line, diagonally, from the end of each line to the beginning of the next. Ask the child to read to the end of a line and then follow the dotted line to the next.

4. For correcting reversals the teacher should: (a) Explain and illustrate the left to right progression in the reading process. (b) Write sentences which the child dictates on the board; have him read them, then have him read paragraphs from a book. (c) Establish a left to right feeling of the words the child reverses by having him write them several times, spelling them as he writes. Follow this by having him dictate a sentence with the word and observe the left to right process as the teacher writes it on the board. Then ask him to read the sentence.

5. For correcting habits of excessive vocalization and lip movements the teacher should: (a) Explain to the children that such movements are unnecessary and that reading with their eyes and thinking the meaning will enable them to read faster and more comprehendingly. (b) Ask them to place a finger over the lips until they correct the tendency to utter the words as they read silently.

Comprehension is the objective of the reading process. Therefore all corrective teaching should be directed toward establishing attitudes and habits which will enable the child to interpret with ease the various types of reading matter and to read all types of materials at appropriate speeds for a variety of purposes.

The teacher should be guided by the fact that children who are generally retarded in reading need training in such fundamentals as reading to understand and remember the significance—getting the central thought of a sentence, para-

graph, or selection; reading to understand and remember the details of a paragraph or a selection; reading to interpret and to make a thoughtful reaction; reading to understand precise directions, exact assignment, questions, definitions, and arithmetic problems; reading to organize—to recognize the relationship between major ideas and supporting details. Remedial instructions in these fundamental types of comprehension should be in accord with the degree and the nature of the deficiency.

The basic difficulty should be corrected first. For example, a child cannot be expected to make a thoughtful reaction to what he reads until he can understand and remember what he reads. As the child progresses in ability to derive meaning from printed symbols and to react thoughtfully to reading matter, training in organizing may begin. Children often fail to connect the instruction in the fundamentals of comprehension which are emphasized in a reading class period with other reading situations. Therefore, the remedial teacher should guide the pupils in applying the training for comprehensive reading to the study type of reading and to reading for general information and pleasure. A corrective reading program which does not result in forming more appropriate habits of reading fact and story material at appropriate rates for a variety of purposes is futile.

Making the child conscious of his reading weaknesses and of the need to overcome them is a fruitful method of motivating correction. Every instruction period should be divided into three parts: first, preparation to read; second, actual reading, followed by an individual check; third, attention to the difficulties which were encountered, followed by a summary of the improvements and the needed improvement.

Appropriate materials with which to carry on the instruction in comprehension are essential. Excellent, specially prepared practice materials may be obtained from the various publishing companies. A new text for a basic reader is desirable in order to provide the children with new reading matter. However, if a school cannot afford another set of books, good results can be achieved with the available readers and if the school cannot buy the special practice exercises, the teacher can prepare the types of exercises which are needed. He can improvise sentences and paragraphs, select paragraphs from old readers, textbooks, and magazines; construct appropriate questions and directions, and mimeograph or hectograph them and thus provide each child with a copy.

Oral reading is a means of identifying the nature of reading deficiency. For example, it is an objective test of word recognition. Therefore, the plan of remedial reading instruction should provide for more oral reading than would be necessary or advisable for normal children. The amount will depend upon the nature of the difficulty, but they should have at least one period a week. The period should serve as a means of identifying deficiencies and as a means of improving a child's ability to do oral reading effectively.

Individual instruction for some children is imperative. Studies have revealed that children who have made little or no progress in learning to read have improved surprisingly when given a daily period of isolated individual instruction. It has the advantage of providing an opportunity for adapting instruction to the child's particular needs; for securing better attention than is possible in the group; for providing a better chance to manage an unfavorable attitude; for stimulating special interests; and for instill-

ing confidence in his ability to improve.

If a school is not provided with a remedial teacher who can devote time to a daily period of individual coaching, the room teacher can have the problem child come to her desk to receive ten or fifteen minutes of the kind of instruction he needs while the other children are reading silently. This is not as desirable as a special period, but it is better than none.

In giving individual instruction, the following should be kept in mind; (a) Use every means that is possible to prevent a child from having to struggle through life with a reading handicap. If individual instruction is the solution, provide it. It is the child's right. (b) Make further analysis and diagnosis of the nature and cause of the reading deficiency. (c) Plan the definite instruction which the particular child needs. (d) A child should be given an apperceptive basis for reading a paragraph or a selection in the form of explanations, information, and correllated experiences—preparation for reading a selection understandingly. Phrases or words which he is likely not to recognize or understand should be discussed prior to his attempt to read.

Such instruction given as a preparation for reading is more helpful than when given after the child has struggled unsuccessfully through a selection.

Instruction for children who are extremely retarded in reading should begin by guiding the reading of a paragraph or a selection sentence by sentence. The teacher should preface the reading of each sentence with a motive for reading it, a motive which will relate the succeeding sentence to the preceding one. This guidance will aid the child in forming habits of associating the ideas of one sentence with those of succeeding sentences. At the same time it is a means of training him to maintain a thoughtful attitude toward continuity. The amount

of such guidance will depend upon the need. It should be followed by guiding the reading of a selection paragraph by paragraph. When the child indicates, by his responses, that he can read comprehendingly when guided in this manner, he is ready to begin reading a short selection without interruption, and as he progresses, longer selections should be introduced. The reading should always be followed by a comprehension check in the form of questions or other exercises.

The last few minutes of the period should be devoted to a consideration of the difficulties which the pupil encountered while reading and particularly to a study of the word difficulties. A child who is extremely retarded in reading needs more practice in oral reading than other children. Have some oral reading each period. Such a child also needs more training in word analysis than other children. Plan to give such training, but do not carry it beyond the stage of value to that of detriment. Supplement all practice exercises with interesting reading matter, and provide an abundance of relatively simple material, representing a variety of experiences, for him to read.

In the case of a non-reader with whom all other methods fail the use of kinaesthetic methods is a last resort. Select words to be learned in accord with the child's needs and desires. Have him look at the word and notice its general form and character, pronounce it distinctly, trace it in script form, write it without a copy, saying the syllables to himself as he writes it, see the word in print form; dictate to him a sentence containing the word (the teacher writes the sentence on the board); have the child write the sentence from memory. Present all difficult words in this manner before the child begins to read. Finally, have the child read and reproduce the content of the selection.

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Betts, Emmett Albert. *The Prevention and Correction of Reading Difficulties*. Row Peterson, 1936.

Gates, Arthur L. *The Improvement of Reading*. Macmillan, 1935.

Gray, W. S. *Remedial Cases in Reading: Their Diagnosis and Treatment* (out of print).

Harrison, M. Lucille. *Reading Readiness*. Houghton Mifflin, 1936.

McCallister, James M. *Remedial and Corrective Instruction in Reading*. Appleton Century, 1936.

Monroe, Marion. *Children Who Cannot Read*. University of Chicago Press, 1932.

All teachers were advised to read the *Teacher's Guide-book* by William S. Gray and others (Scott, Foresman) for each grade. These books, which range from the preprimer to the sixth grade level, will provide an understanding of the general methods of teaching reading.

## ANIMAL STORIES FOR THE OVER-AGE PUPIL

## Books Easy to Read

Akeley, Delia J. J. T., Jr.: *The Biography of an African Monkey*. Macmillan. \$1.75.

Atkinson, Mrs. Eleanor. *Greyfriars Bobby*. Harper. \$2.00, \$3.00.

Baynes, Ernest Harold. *The Sprite*. Macmillan. \$1.75.

Baynes, Ernest Harold. *Jimmie: The Story of a Black Bear Cub*. Macmillan. \$1.50.

Caldwell, Frank. *Wolf, the Storm Leader*. Dodd. \$2.50.

Kipling, Rudyard. *The Jungle Books*. Doubleday, \$2.50, \$1.00.

Mukerji, Dhan Gopal. *Kari, the Elephant*. Dutton. \$2.00.

Seton, Ernest Thompson. *The Biography of a Grizzly*. Century. \$1.80.

Sewell, Anna. *Black Beauty*. Dodd. \$2.00.

Slaughter, Charles E. *Habithee, the Elephant*. Knopf.

## Books a Little More Difficult

Baker, Olaf. *Dusty Star*. Dodd. \$2.00.

Baker, Olaf. *Shasta of the Wolves*. Dodd. \$2.00.

Darling, Esther Birdsall. *Baldy of Nome*. Penn.

Dericuix, Samuel Arthur. *Frank of Freedom Hill*. Doubleday.

Hawkes, Clarence. *King of the Thundering Herd*. Jacobs. \$1.60.

Mukerji, Dhan Gopal. *Chief of the Herd*. Dutton. \$2.00.

Salten, Felix. *Bambi*. Simon and Schuster.

Terhune, Albert Payson. *Lad: A Dog*. Dutton. \$2.00.

## FREEDOM OF CHOICE

(Continued from page 166)

of re-reading some old favorite—then that should be their right, if vacation be worth the name.

A book on a shelf or in another's hand is something to be reached out for—to be curious about—it *might* be a discovery. But that same book on a list, not their own (no matter how cleverly the word REQUIRED may be camouflaged) has no romance about it. Nine times out of ten it's to be avoided. It smacks of something one *ought* to read. Worse than that sometimes, if you read it you are going to have to put what you think of

it into words when you go back to school, and that is paralyzing, particularly if you have been surprised and enjoyed the book.

I don't know how "required reading" may best be dealt with. If its aim is to develop taste and interest, I'm doubtful of this forced method or any other artificial one. I only know in fairness to boys and girls and in the interest of their right to a freedom of choice in books now and in the future, I'd make a plea for leaving the word *required* out of the scheme of things when you offer them books and a vacation this year.

# Vocabulary Instruction in the Intermediate Grades\*

With Word Lists for Grades Four, Five, and Six

DONALD D. DURRELL

*Professor of Education and Director of the Educational Clinic  
Boston University*

HELEN BLAIR SULLIVAN

*Associate Director of the Educational Clinic, Boston University*

(Continued from April)

## GRADE V

		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch	
<b>A</b>		bargain	3a	4		canal	3a	5	complain	2b	5	debate	3b
accident	3a	2	barrel	3a	KU	canvas	3b	6	comrade	4a	5	decay	3a
accomplish	2a	5	barrier	5b	7	career	4b	6	confess	3a	5	deceive	2b
accord	4a	6	bawl	8	KU	carnation	11	KU	conquer	2b	5	decorate	6
accuse	3b	7	bayberry	20	—	central	4b	6	conscience	3a	5	definite	6
acquit	9	—	bazaar	15	5	charcoal	8	5	contain	1b	4	delicate	3a
active	3a	5	beacon	10	2	charmer	14	—	container	12	—	delicious	4a
actually	6	—	bemoan	9	—	cavalier	6	7	contemptu-	—	—	depth	3a
advise	2b	6	billow	5a	7	central	2b	3	ous	7	—	descendant	7
affair	2b	5	bin	8	2	chamois	14	8	control	2b	4	deserve	2b
affectionate	5b	5	bind	2a	2	char	13	—	conversa-	—	—	despair	3a
air-tight	18	—	bishop	4b	5	charcoal	8	5	tion	3a	4	detach	9
alternate	6	6	blacksmith	3a	KU	charm	2a	3	costume	5b	4	dike	12
amazingly	—	—	blast	3a	2	christen	10	6	courtier	4b	—	dipper	6
ancestor	4a	6	blest	5a	2	clad	4a	2	crag	6	3	disagreeable	6
anxious	2b	6	blunt	4b	—	claim	2a	2	crisis	8	—	disappear-	—
apology	7	7	bluster	10	—	cleft	6	—	croak	5a	KU	ance	11
approach	2a	4	boast	2b	4	cliff	3a	2	crunch	20	3	discourage	4a
armor	3a	3	bodice	14	—	clump	9	3	cuckoo	4b	KU	disguise	3b
arrival	3a	6	bolt	3a	5	cluster	3b	7	cultivate	5a	5	disgust	5b
astir	14	—	boom	8	KU	cockpit	—	8	cunning	3a	2	dispute	3a
astonish-	—	—	borrow	3a	3	collie	17	3	curiosity	5a	5	distress	3a
ment	5b	—	brew	.6	5	combine	3a	6	custom	2a	4	district	3b
astride	13	—	brood	4a	3	comforter	5b	—	cylinder	5b	7	disturb	3a
audience	4a	6	bulb	5b	KU	commander	4b	4	cypher	—	—	daily	12
aviator	15	3	bumper	10	7	committee	3b	4	—	—	—	dome	4b
			bury	2a	4	commotion	7	7				doubtless	4a
			butternut	—	6	companion	2a	4				dragon	3b
bade	3a	3				compare	2a	4	dart	3a	2	drawbridge	13
baggage	7	KU				compass	2b	4	dash	2a	2	dreary	5b

\* Prepared for The National Conference on Research in English, 1938.



	Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch	
radiant	5a	5	sentinel	10	6	suggestion	6	8	turntable	—	—	—	volcano	7	5	—
radical	7	8	sexton	10	5	surveyor	13	8	turret	6	—	—	volume	3a	4	4
rage	3a	2	shark	9	2	swerve	7	7	twilight	3b	3	—	vow	3a	4	4
rally	—	—	shift	3b	7				twine	4a	3	—				
raven	3b	5	shilling	7	6				twitter	6	3	—				
ravine	11	5	shiver	3b	3											
realize	3b	4	shred	8	7	tallow	8	5					waft	6	—	—
rebel	3b	6	shriek	3b	—	telescope	8	6					waggle	—	—	—
reflect	4a	7	shudder	6	5	tenant	5a	5					wait	1a	KU	
refrain	5a	4	simpleton	15	—	terrace	6	5					waistcoat	9	6	
reliable	6	3	slack	6	3	territory	3a	5					wander	2a	2	
relish	6	—	slight	2a	3	terror	2b	6					warrior	3a	3	
remarkable	3b	5	smite	4b	8	tether	10	—					wary	8	—	
repeat	2a	4	snare	4b	5	thatch	8	7					wayfarer	20	—	
reverence	4a	5	snip	10	3	thicket	4b	KU					weapon	3a	4	
reverse	4b	6	snort	7	8	thoughtful	5a	4					weary	2b	6	
rheumatism	7	5	snuggle	—	—	thrifty	6	5					weird	6	—	
ridiculous	6	5	sociable	13	7	throb	15	—					wharves	8	—	
ripple	5a	2	solemn	3b	5	throng	3b	5					whinny	20	—	
roam	3b	2	solution	5b	6	throttle	11	6					whir	11	—	
rogue	5a	3	solve	3b	5	tranquil	6	6					whisk	6	7	
romance	6	7	soot	9	2	transform	5a	7					whittle	14	—	
roost	11	2	spiral	9	8	transparent	7	7					whiz	9	5	
rosin	12	7	split	3b	2	tread	2b	2					wicket	11	7	
royal	2a	3	stadium	16	4	treasure	2a	3					withdraw	3a	7	
rude	2b	2	stain	3a	2	tremendous	5a	3					wizard	5a	5	
rustle	4b	6	stall	3b	2	triangular	10	6					wodcraft	—	—	
			statute	6	8	trim	2a	KU					writhe	9	—	
S			stock	1b	2	trout	5a	2					wry	12	—	
sacrifice	2b	5	streak	6	7	trudge	7	—								
sausage	5b	4	stride	4b	3	tunic	10	—					Y			
scandalize	12	—	stubborn	4a	5	tunnel	5b	KU					yearn	5a	6	
scenery	7	5	student	2b	4	tureen	—	—					yeast	7	2	
scent	4b	5	stunt	9	3	turmoil	11	—					yonder	3a	5	

GRADE VI

A		alabaster	9	8	astronomy	12	5	barbaric	9	—	blubber	11	6	
abandon	4a	6	alacrity	12	—	atom	8	8	barbecue	12	8	bobbin	18	7
abbey	6	7	allegiance	5b	5	audacious	11	—	barometric	—	—	bombard-		
abbot	7	7	allies	—	7	august	18	—	barrage	16	—	ment	12	—
abolish	5b	6	alpaca	19	6	authority	2b	6	basis	4b	6	boon	5b	—
abound	5b	7	animate	6	8	autograph	15	6	baton	19	—	booty	7	—
abyss	6	4	annihilate	9	8	automatic	7	5	bauble	10	—	bowsprit	17	—
accentuate	13	—	anoint	6	—	avenge	5b	3	beam	2a	3	braggart	14	—
acute	7	7	antics	10	6	aviation	15	6	be calmed	15	—	bramble	6	—
adaptation	8	—	application	3b	6	azure	6	7	belfry	12	7	brandish	8	—
admiral	5a	6	apprentice	9	7	B			besiege	5a	8	brawny	14	7
admiration	4a	4	arcade	15	—	bacteriol-			bevy	13	—	brazier	16	—
adverse	6	—	aromatic	8	—	ogy	18	—	bewitch	7	8	brigade	11	6
aerial	7	5	array	4a	6	baffle	7	—	bier	8	—	brooch	8	7
aeronautics	—	—	artificial	5a	5	ballast	9	—	bladder	8	8	buffet	5b	KU
agonize	12	—	astronomer	8	7	bandana	7	7	blemish	7	—	bulrush	12	8

	Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch	
bunting	7	8	—	confine	4a	6	disciplina-	—	exploit	5b	—	globule	12	8	—	
buoyant	8	8	—	confirm	4a	5	rian	—	exposure	8	8	gnome	15	4	—	
buzzard	11	7	—	confiscation	15	—	discordant	10	extensive	5a	7	goad	9	—	—	
<b>C</b>																
caisson	—	—	—	conservation	7	8	distinguish	3b	—	faculties	5a	—	gorge	6	5	—
calculate	7	6	—	constable	6	5	distract	5b	5	fantastic	6	7	gouge	16	—	—
caliph	14	—	—	construc-	—	—	divan	11	—	fascinate	7	7	gram	12	7	—
capsize	13	6	—	tive	16	—	divert	7	7	falter	6	7	granular	11	8	—
captor	17	6	—	contrive	6	—	divinity	6	8	fatal	3b	6	grapple	9	8	—
carat	15	—	—	coopera-	—	—	document	6	5	fawning	7	—	greensward	14	—	—
caravan	6	7	—	tion	8	7	dolphin	8	8	fertility	8	—	grievous	5a	6	—
carbine	18	—	—	corduroy	12	6	dormitory	12	4	filament	8	—	grotesque	8	—	—
castonet	—	—	—	cornice	10	8	doublet	11	—	filigree	17	—	grub	8	2	—
casual	6	7	—	counsellor	8	8	dramatize	10	4	fiord	13	6	guidance	9	—	—
cataract	6	7	—	coupling	9	—	drought	8	—	flagon	14	—	gusty	10	—	—
cavalcade	17	—	—	courier	11	7	dullard	—	—	flange	12	—	habitual	8	—	—
cavernous	16	—	—	crane	7	2	dusky	6	7	flaunt	9	—	haggard	8	—	—
census	10	6	—	croon	14	6	—	—	flintlock	—	—	halo	15	2	—	
ceremony	4a	6	—	crucial	16	—	—	—	flounder	7	4	halo	15	2	—	
certificate	5b	5	—	crucible	13	—	edifice	5b	—	flourish	3b	6	halo	—	8	—
chamberlain	7	—	—	cruiser	10	7	edition	6	5	flue	12	6	hamlet	4b	5	—
champ	13	—	—	crystalline	12	—	editorial	8	7	flume	—	—	hamper	8	5	—
chandelier	13	6	—	cylindrical	13	—	efficiency	9	6	flurry	12	—	handicap	8	4	—
chant	5a	—	—	cymbal	8	7	elapse	8	6	font	12	—	harmonica	—	5	—
chasm	8	7	—	—	—	—	eliminate	7	6	forceps	15	8	harpoon	17	5	—
chebec	—	—	—	—	—	—	elusive	17	—	ford	4a	5	hart	5a	2	—
chemical	8	6	—	damask	11	—	embalm	10	—	foul	3a	5	haunch	10	—	—
cherish	5a	—	—	damsel	5a	7	emboss	10	—	fracas	20	—	haunt	3b	5	—
chink	7	3	—	data	10	2	emerald	7	5	fragile	8	5	haven	5b	8	—
chore	13	5	—	dawdle	15	—	emerge	6	7	fraught	7	—	hawser	16	—	—
cinch	18	—	—	dean	6	5	emergency	7	5	freshet	16	—	hazard	5b	8	—
circuit	4b	6	—	decade	7	6	emit	9	—	friar	5b	3	haze	9	7	—
circulate	8	—	—	defiant	9	8	encounter	3b	7	fricassee	20	—	hearse	16	6	—
citadel	10	—	—	deficiency	7	—	endurance	8	7	fruitless	7	—	heather	10	—	—
citron	10	—	—	delegate	5b	7	engrave	7	6	fuselage	—	—	heave	3b	—	—
cloister	9	8	—	derelict	—	—	entreathy	8	8	—	—	—	hectic	14	—	—
clove	15	—	—	design	3a	KU	enunciate	16	8	—	—	—	heiress	14	6	—
cockle	10	—	—	desolation	5b	6	episode	9	—	gala	16	—	helium	19	8	—
codger	—	—	—	desperation	10	—	escort	6	8	gallery	4a	6	helm	5a	5	—
coffer	9	—	—	detail	4a	7	essential	5b	5	galley	8	6	herald	5a	7	—
collision	9	6	—	determination	—	—	establish-	5b	6	garland	4a	7	heredity	10	—	—
comet	7	5	—	devour	4a	3	ment	5b	6	gasket	—	—	heroic	4b	6	—
commend	3b	—	—	dialogue	7	7	etch	14	3	gaunt	6	—	herring	8	3	—
commo-	—	—	—	diameter	8	4	evaporate	8	3	gauntlet	10	8	hieroglyph-	—	—	—
dore	12	8	—	diligent	5a	4	eventide	12	—	genial	4b	8	ic	12	—	—
compact	5a	5	—	dingy	9	—	exalt	4b	3	genius	3a	6	hilarious	17	8	—
companion-	—	—	—	dirigible	15	4	exaltation	12	—	genuine	5a	5	hexagon	11	8	—
able	18	—	—	disappointment	—	—	exceeding	5a	—	gigantic	7	7	hospitality	7	7	—
compart-	10	8	—	disponent	4b	4	excelsior	20	7	gill	7	2	host	2b	3	—
ment	9	7	—	disponent	4b	4	exertion	8	—	girder	20	7	hulk	9	—	—
competent	9	7	—	disaster	5b	4	exhaust	4a	6	glacier	6	5	hull	8	2	—
competition	6	8	—	disaster	5b	4	experiment	5a	6	glade	6	3	humane	7	3	—

	Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch
humiliate	9	8		<b>K</b>	luxury	3a	7	<b>M</b>	nick	7	2	palate	10	8	
hydrogen	7	7		keel	8	7		luxurious	7	8	3	pallet	13	—	
				kernel	7	6		mackerel	11	4	4a	palpitate	18	—	
<b>I</b>				kindred	4a	6		majority	3a	6	7	palsy	9	—	
ignoramus	—	8		kine	10	—		malice	5a	5	8	parachute	12	6	
illustrious	5b	—		knapsack	16	3		mandolin	18	6	6	parchment	7	6	
immaculate	9	7		knave	4a	4		manifest	4a	7	5	parole	19	7	
impend	8	—		knell	4a	3		mantle	3b	6	5	partial	5b	7	
imperious	8	—		knelt	9	3		martial	19	7	7	peat	19	3	
implement	5a	6		knoll	6	—		martyr	5a	6	7	pedestrian	12	7	
impostor	9	7		knowledge	2a	3		marvel	4a	5	7	pedigree	9	—	
impressive	8	—		knuckle	10	5		massive	7	6	7	penal	12	8	
imprint	12	—						matron	6	7	5	pension	6	8	
impulse	7	—						meagre	7	—	6	perceive	3a	6	
incubator	11	8		<b>L</b>				medical	5b	5	6	percentage	9	5	
infancy	6	—		laboratory	8	5		meditate	5b	8	5a	percolator	20	—	
inflate	10	—		laborious	10	7		memorial	4a	4		percussion	—	—	
inmate	10	—		laggard	12	—		menace	8	5		perplex	4b	7	
inscription	7	6		lair	8	2		mermaid	9	7		persevere	7	7	
insolent	8	—		lament	4a	7		monastery	9	7		personal	3b	4	
insolvent	16	—		larder	11	—		meteor	6	6		peruse	7	—	
instanta-				larkspur	16	—		metric	12	7		pessimist	16	8	
neous	14	7		larynx	13	8		mimic	9	7		pheasant	10	7	
instruction	3a	4		lath	14	—		miraculous	8	8		phosphorus	18	—	
integrity	7	7		lattice	15	8		monastery	9	7		photoplay	—	—	
intense	6	6		laud	10	—		monotonous				pinafore	15	—	
invade	4a	6		lavish	5b	—						pinion	8	8	
invisible	4b	5		lax	13	—						pinnacle	8	5	
irate	—	—		lease	7	5						piston	11	7	
iridescent	20	8		lecture	4b	5						pithy	14	—	
irony	12	—		ledge	5b	4						placid	7	—	
irritant	9	—		lee	4b	—						plague	3b	7	
irritation	9	7		legend	5b	6						plastic	10	—	
isolate	7	8		liege	18	—						plausible	11	—	
				lilt	16	—						plight	5b	5	
<b>J</b>				liter	14	7						pneumatic	12	—	
jag	13	—		livelihood	8	8						poacher	19	—	
jargon	14	—		livery	5b	7						politics	4a	7	
jasper	11	—		loath	8	8		<b>N</b>				portal	6	5	
jaunty	11	—		lobe	11	—		nape	15	—		pose	9	2	
jealous	3b	3		locality	7	—		naphtha	14	8		precipice	7	7	
jerk	7	5		locust	6	6		ordinary	3a	6		preface	8	6	
jet	5a	3		loiter	6	7		organist	9	5		prejudice	6	7	
jib	14	7		lope	11	—		organize	4b	5		prelate	7	—	
jonquil	18	—		lore	10	—		original	3a	5		premium	7	6	
journal	5b	5		naturalist	12	7		oust	15	—		prescribe	4a	8	
jubilant	14	—		lout	17	—		outwit	15	—		prescription	9	7	
jubilee	6	—		ludicrous	10	8		overwhelm	5b	7		prey	3a	7	
judicious	8	8		lurch	11	—		oxygen	6	6		primitive	7	5	
juncture	15	—		lure	5b	7						principle	3b	3	
jury	6	5		lurk	4a	—						prior	7	7	
justify	4a	6		luscious	18	7						portable	9	6	
juvenile	13	7		lusty	5b	—						portico	14	—	
								<b>P</b>							

	Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		Thordike	Buckingham	Dolch		
probe	10	—	Thordike	reforestation	—	sheaf	6	7	strut	6	6	Thordike	tumult	5a	7	Thordike	
product	2b	3	Buckingham	—	—	sheen	10	6	studio	11	6	Dolch	turbulent	7	—	Buckingham	
profession	5a	6	Dolch	regale	14	sheer	8	—	sublime	5a	7	Thordike	turmoil	11	8	Dolch	
profusion	13	—	Thordike	rejoice	2a	6	shellac	13	8	subtle	5b	8	Buckingham	tutor	5b	6	Dolch
prohibit	5a	6	Buckingham	reluctant	7	8	shelter	2a	3	subway	10	3	Dolch	typist	16	6	Thordike
project	5a	8	Dolch	repair	2a	3	sheriff	6	4	sucker	9	KU	Thordike	—	—	Thordike	
prominent	4a	6	Thordike	reptile	8	7	shift	3b	7	sunder	7	7	Buckingham	—	—	Buckingham	
promote	6	4	Buckingham	reserve	3a	4	shoal	8	—	superb	9	—	Dolch	underhanded	—	—	Dolch
prophesy	5a	8	Dolch	resign	3b	6	shrewd	5a	7	suppliant	9	—	Thordike	—	18	—	Thordike
prospective	9	—	Thordike	resinous	10	—	shril	10	—	surgeon	7	5	Buckingham	undertake	3a	5	Dolch
prostrate	6	—	Buckingham	resist	4a	5	shroud	5b	—	surgery	8	8	Dolch	unfortunate	—	—	Thordike
protest	4b	4	Dolch	resonant	16	—	shuttle	11	8	survive	5a	8	Thordike	—	3b	6	Thordike
prow	10	6	Thordike	resource	6	4	siege	5b	6	suspense	9	8	Buckingham	unique	9	7	Dolch
prudent	5a	—	Buckingham	respect	2a	4	signature	5b	3	swath	20	—	Dolch	unpalatable	—	—	Thordike
publish	3a	4	Dolch	reveal	3a	5	silt	19	—	sympathetic	8	8	Thordike	—	—	—	Thordike
pun	13	2	Thordike	reverse	4b	6	simplicity	4b	3	system	2a	4	Buckingham	unstable	11	8	Dolch
purity	5a	4	Buckingham	review	2b	3	sinister	9	—	T	—	—	Dolch	unstrung	—	—	Thordike
pursue	2b	7	Dolch	revise	7	7	skein	10	5	tackle	7	6	Thordike	unwise	7	6	Thordike
pursuit	4b	6	Thordike	rind	9	2	skirmish	7	—	tallyho	—	—	Buckingham	upheaval	15	—	Dolch
<b>Q</b>				ringlet	9	—	slash	8	6	tambourine	15	KU	Dolch	upright	3a	3	Thordike
quaint	5a	2	Buckingham	rocket	9	5	sledge	5a	4	uprose	11	—	Thordike	vagabond	8	6	Thordike
quarry	5a	6	Dolch	roller	5a	KU	sliver	19	—	urge	2b	6	Thordike	vagrant	7	—	Thordike
quartet	13	4	Thordike	routine	8	7	sluice	10	—	tank	4b	KU	Buckingham	utensil	7	5	Dolch
quaver	11	—	Buckingham	rural	3b	—	smite	4b	8	tanner	14	6	Dolch	utilize	8	8	Thordike
quell	6	—	Dolch	—	—	—	smooch	—	—	tannic	19	—	Thordike	utter	2b	7	Thordike
quest	5b	6	Thordike	sober	3a	6	sober	3a	6	tapestry	6	6	Buckingham	V	—	—	Dolch
queue	—	—	Buckingham	sage	4a	3	solemnity	7	—	tarry	5a	5	Dolch	vagabond	8	6	Thordike
quicken	4a	3	Dolch	sanctuary	5a	8	soluble	8	7	taunt	9	—	Thordike	vagrant	7	—	Thordike
quince	14	7	Thordike	sapling	8	8	spaniel	10	—	taut	8	—	Buckingham	vague	6	7	Dolch
quiver	4a	—	Buckingham	scabbard	9	—	spectacular	12	—	tawny	8	—	Dolch	valise	16	6	Thordike
quoit	12	—	Dolch	scaffold	7	8	sphinx	11	7	telegraphy	4a	6	Thordike	valor	5a	4	Thordike
quota	14	—	Thordike	scandal	6	4	spoil	2a	KU	temporary	5a	8	Buckingham	valued	3a	—	Dolch
<b>R</b>				scanty	5b	—	spout	6	2	tense	17	7	Dolch	vaudeville	17	5	Thordike
rabble	8	7	Buckingham	sceptre	4b	8	squeal	13	3	tension	12	8	Thordike	vegetarian	18	—	Dolch
radiation	16	7	Dolch	schedule	6	3	squid	18	—	terrace	6	5	Thordike	vehicle	7	5	Thordike
radium	13	6	Thordike	scholar	4a	3	squirm	13	7	terse	19	—	Buckingham	vellum	14	8	Dolch
rafter	6	7	Buckingham	scientist	7	5	squirt	14	KU	test-tube	—	—	Dolch	velocity	9	8	Thordike
raid	8	2	Dolch	scorn	3a	7	stagnant	7	—	tether	10	—	Thordike	vender	14	—	Thordike
rampart	9	4	Thordike	scribble	9	7	stalwart	17	7	textile	10	6	Buckingham	veneer	11	8	Dolch
rapier	14	—	Buckingham	scrimmage	—	—	standard	2b	2	thorough	2b	5	Dolch	vengeance	4a	6	Thordike
ration	7	—	Dolch	scrutiny	12	—	staple	7	7	thrifty	6	5	Thordike	ventilate	9	5	Thordike
ravage	8	—	Thordike	sculptor	8	7	stationer	16	2	throttle	11	6	Buckingham	venture	3b	5	Dolch
realization	9	—	Buckingham	seclusion	13	6	staunch	10	6	tinker	16	3	Dolch	verdant	11	—	Thordike
reassure	8	7	Dolch	secretary	3b	5	stealthy	12	—	token	4b	5	Thordike	vermin	16	7	Thordike
recipe	9	6	Thordike	sedate	13	7	stenographer	—	—	toll	7	7	Buckingham	vesper	9	7	Dolch
recline	7	8	Buckingham	seedling	8	—	—	10	5	tourney	14	—	Dolch	vexation	6	—	Thordike
reconcile	4a	8	Dolch	seep	17	3	stimulate	7	7	tow	6	2	Thordike	vibrant	14	—	Thordike
recount	6	—	Thordike	sensation	7	7	stockade	10	5	trammel	15	—	Buckingham	vicinity	6	5	Dolch
recruit	7	7	Buckingham	sentry	12	5	strategy	12	—	transit	8	4	Dolch	victim	4a	4	Thordike
recur	9	—	Dolch	serf	8	7	strode	8	6	tremulous	7	—	Thordike	violate	4b	6	Thordike
referee	17	7	Thordike	sewage	19	—	strode	5b	—	tropic	6	4	Buckingham	viper	7	7	Dolch
										truce	11	7	Dolch	vise	14	7	Thordike

	Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch		Thorndike	Buckingham	Dolch
vitamin	11	8		<b>W</b>	wallow	8	8	wicker	13	5	yam	20			
vivacious	14	8			wane	7	3	wigwag	—	—	yearling	13	7		
vivid	5b	6	wabble	19	—	wanton	4b	—	windlass	10	—	yeoman	9	8	
vocalize	6	—	waddle	11	—	weft	—	—	wither	3b	4	yield	2a	5	
vogue	6	—	wafer	8	—	weld	8	—				yolk	10	3	
volunteer	7	5	waffle	20	5	wheedle	11	—				youthful	4a	8	
vulcanize	18	—	wallop	18	6	whit	7	4	yacht	11	5	yuletide	—	—	

The Thorndike rating of the words in each of the three lists is shown in Table I. In each list words are found on all Thorndike levels. While Thorndike suggested words in the third thousand of his list for grade four and in the fourth thousand for grade five, this study shows that, in actual use, no such section of the list is assigned to any grade. The words in the fourth and fifth grade lists show almost equal range and frequency in Thorndike thousands. A small percentage of the words on each grade list

TABLE II  
BUCKINGHAM-DOLCH GRADE LEVEL ASSIGNMENTS  
FOR WORDS ON EACH OF THE INTERMEDIATE  
GRADE VOCABULARY LISTS

Buckingham-Dolch Grade No.	GRADE IV		GRADE V		GRADE VI	
	No.	%	No.	%	No.	%
KU	94	12.6	24	4.6	9	1.1
2	121	17.5	49	9.3	18	2.1
3	109	15.8	72	13.7	38	4.5
4	109	15.8	56	10.7	40	4.7
5	98	14.2	91	17.3	86	10.1
6	51	7.4	71	13.5	115	13.5
7	31	4.5	49	9.3	140	16.5
8	26	3.8	23	4.4	103	12.1
No Rating	52	7.5	90	17.1	300	35.3
	691		525		849	

TABLE I  
INTERMEDIATE GRADE VOCABULARY LISTS  
DISTRIBUTED BY THORNDIKE THOUSANDS

Thorndike Thousand	GRADE IV No.	GRADE IV %	GRADE V No.	GRADE V %	GRADE VI No.	GRADE VI %
1	46	6.6	11	2.1	0	0.0
2	145	21.0	60	11.4	20	2.4
3	113	16.4	106	20.2	41	4.8
4	95	13.7	71	13.5	61	7.2
5	78	11.3	54	10.3	91	10.7
6	48	6.9	45	8.6	66	7.8
7	32	4.6	28	5.3	91	10.7
8	26	3.8	24	4.6	83	9.8
9	18	2.6	23	4.4	64	7.5
10	17	2.5	18	3.4	52	6.1
11	16	2.3	16	3.1	37	4.4
12	9	1.3	14	2.7	42	4.9
13	9	1.3	11	2.1	26	3.1
14	6	0.9	7	1.3	31	2.7
15	5	0.7	5	1.0	27	3.2
16	3	0.4	3	0.6	25	2.9
17	5	0.7	4	0.8	15	1.8
18	4	0.6	2	0.4	18	2.1
19	4	0.6	1	0.2	14	1.6
20	2	0.3	5	1.0	9	1.1
No Rating	10	1.4	17	3.2	36	4.2
	691		525		849	

does not appear in Thorndike at all. One of the reasons for this lack of agreement between grade level and Thorndike thousand level is that the Thorndike list is primarily a count of adult literature in which words used primarily in children's reading occur so infrequently as to appear in later Thorndike levels. Another reason for the lack of agreement is that there has been no standardizing agency to unify the vocabulary at these grade levels, the authors of the books choosing whatever words they felt would best express their ideas to middle-grade children.

A comparison of the Intermediate Grade Reading Vocabulary List with the Buckingham-Dolch Free Association Study appears in Table II. Again, it is found that there is no close agreement between the grade assignments found in the reading materials and those assigned

by Buckingham and Dolch. Perhaps the reason for the assignment of many words on the later grades in the Buckingham-Dolch Study is that these words come into the child's writing vocabulary through the medium of his reading. It may require a year or more of reading experience with a word to give the child sufficient familiarity with the word to include it in his writing vocabulary. A higher Buckingham-Dolch grade assignment is, therefore, no sure indication that the word ought not to be included in any grade level. However, there are a great many words which appear in the child's writing vocabulary, as shown by the Buckingham-Dolch list, before they appear in his reading vocabulary. These words with lower Buckingham-Dolch rating are particularly significant for the teaching of reading, since it is probably true that the child has found need for the use of the word in these earlier grades. The method of the Buckingham-Dolch tabulation, however, permitted the inclusion of a word on the list if it was used by three or more children. The presence of a few extremely bright children in any grade might cause unsuitable grade assignments in this method of comparison.

#### VOCABULARY PROBLEMS IN TEXTBOOK CONSTRUCTION

Whipple<sup>16</sup> has called attention to the increasing pressure being put on publishers for the production of books with an easier vocabulary level. This need for easier books is probably the result of the increased holding power of the public schools. Less than forty years ago 90 per cent of the children entering first grade were eliminated from school before reaching high school. At the present time more than 60 per cent are held through until high school entrance. There

is little doubt that the achievement level of the group as a whole is lower for each age level than it was when the selective process was operating in a more severe fashion. Since economy in book production now requires publishers to produce a single basal text to fit a single grade level, the attempt to fit average requirements produces a simpler textbook than those formerly used. A number of publishers, however, have recently recognized the problem of individual differences and are producing books to be used by the slower learning pupils only. Yet there are many publishers who still dismiss the vocabulary burden of their textbooks by the simple statement, "based on the Thorndike List," without specifying which levels of the Thorndike List are used. This is, of course, equivalent to saying that the books are based on the dictionary.

As we become more aware of the wide range of individual differences in any grade level there will be a tendency to produce books for the various levels of ability in each grade. It is difficult to conceive of a textbook that would fit every child in the usual grade within which there may be a range of six years in reading achievement. While it is important to produce books for the slower learning pupils, it is equally important to provide for the children in the top group in the class. Judging by the fact that all surveys show that pupils in the higher intelligence groups have the lowest achievement quotient, the materials and methods used in the classroom at present are inadequate to challenge this group sufficiently. In considering problems of textbook construction the needs of the top group must not be overlooked. Books written for them should call into play their greater powers of interpretation, analysis, and retention.

At the present time the construction of basal readers is largely a matter of guess-

<sup>16</sup> Whipple, G. M. "Needed Investigations in the Field of the Textbook," *Elementary School Journal*, 35:575-82. April 1935.

work, since there are so many vast areas of ignorance in regard to growth in reading abilities. We do not yet know what skills should be taught above a third-grade level in vocabulary development. We do not yet know the number of practices necessary to master a word, the merits of different types of word instruction, the common types of word errors at any grade level, or any other really important fact which would aid in providing for individual differences in growth of vocabulary ability. Exact knowledge in these and other fields will be necessary for highly efficient basal reading instruction.

In addition to providing for different rates of learning new words in the basal reading system, some attempt should be made in the construction of books to differentiate the problems in word mastery. Certainly, more than half of the new words introduced in the intermediate grade readers should be from lists of words already known to children at that grade level. These words should provide the basis for developing the abilities in word perception, word analysis, and other abilities, which produce a facile and accurate handling of visual symbols. These abilities cannot be developed by the use of words whose meanings are unknown to children since the process then becomes merely a series of vocal motor gymnastics with nonsense syllables. A lesser part of the vocabulary burden of basal readers should consist of words whose meanings are not a part of the children's understanding vocabulary. These words should be selected carefully so that the child has acquired adequate perception skills for the analysis and pronunciation of the word. More important, however, is the careful presentation of the meaning of the word through context definition, through illustration, through glossaries, or perhaps teacher definition. Provision should also be made in the text-

book for constant review and for added enrichment in meaning of the words.

Classroom teaching in the content subjects would be simplified by the production of different levels of textbooks based on the same ideational or informational content. The unit assignment which allows children to use many sources instead of a single textbook may diminish the need for different levels of textbooks. This type of assignment places the burden on the teacher, or the school, or the purchaser of different levels of materials centering around certain topics. There have been so many supplementary books brought out for children on all topics that it is now possible to build library units which enable all children to work at their own reading level on almost any of the more common curriculum topics.

The overlapping of reading achievement in the various grade levels should be kept in mind in assigning the difficulty level to books. Publishers are often reluctant to give a grade designation to a certain book because it will tend to restrict the sale of the book to a single grade. It is impossible to give a thoroughly reliable grade assignment to any book, even by the various grade placement formulas now in use. Even if this were possible, an exact statement of grade level might be misleading. It would be better to recommend a book for different groups in each grade on the basis of a careful study of the overlapping of reading abilities in each grade. For example, it might be correct to recommend a book for the top third of the pupils in the fourth grade, for the middle third of pupils in the fifth grade, and for the lower third of pupils in the sixth grade. Of course, differences in motivation, in habits of attention, or in persistence make accurate grade placement on the basis of mechanical level alone impossible.

There is a great deal of objection on the part of authors, librarians, and others

interested in children's literature to the practice of writing in a narrow vocabulary range. They point out that the restriction of vocabulary may result in poor style and quality of expression. There is probably a great deal of merit to this point of view. There seems to be no valid reason to restrict the vocabulary of literary type material for children at any age, since the child can read such material or not, as he chooses. If the words used by the author of such a book call up no pictures in the child's mind or give no pleasure, the book will probably be discarded and no harm is done. If the book is interesting and the motivation is well handled, the child can probably get a partial meaning from the story even though he does not know all the words.

## II. VOCABULARY INSTRUCTION

Vocabulary instruction in reading is ordinarily divided into word meaning, word recognition, and word mastery. While there is a close relationship between these functions in word study, yet each has its special techniques and problems. Recognition of words whose meanings are already known is the primary function in mechanics of reading. It would be much easier to teach meaningful reading if it were not necessary to devote time to word analysis and word meaning instruction. Words outside of the child's experience are likely to be understood very imperfectly through verbal definition or even through pictures and construction activities. This makes the child come to expect inadequate meanings in reading and leads to the inattention so commonly seen in the intermediate grades.

A great many words used in readers in the middle grades are not in the child's speaking and hearing vocabularies. The problem of meaning in intermediate grade reading is best discussed by Horn<sup>17</sup> who gives many illustrations of confu-

sions, inadequate imagery, and misinterpretations which arise from lack of understanding of the social studies vocabulary. The many "boners" which appear in the children's oral and written composition often come from inadequate vocabulary instruction. Young<sup>18</sup> found that the chief comprehension difficulties in reading in grades four, five, and six were due mainly to a lack of understanding of word meanings rather than to faulty word recognition habits. In his study the same selection was read silently by some groups and was read orally to others. He found essentially no difference between the understanding of passages read and passages heard. However, the method of measuring comprehension was that of having the child respond to a multiple choice test in which reading was required. Durrell and Sullivan<sup>19</sup> avoid this difficulty by using a picture comprehension check for the understanding of materials presented orally and find a much lower correlation than did Young between understanding of passages heard and passages read. While the word meaning problem in the middle grades must not be minimized, neither is it wise to assume that all difficulties in comprehension are due to lack of understanding the meaning of words.

Although instruction in word analysis is ordinarily considered to belong to the primary grades, there is some evidence that the more mature mind will be much better in the transfer skills and that such instruction would be more profitable in the middle grades. The studies of Sexton and Harron<sup>20</sup> as well as those of Garrison and Heard<sup>21</sup> indicate that children in the later primary grades and the brighter children in grade one profited

<sup>17</sup> Young, W. E. *The Relation of Reading Comprehension and Retention to Hearing Comprehension and Retention*. University of Iowa, 1930.

<sup>18</sup> Durrell, D. D. and Sullivan, H. B. *Reading Capacity and Achievement Tests*. World Book Company, 1937.

<sup>20</sup> Sexton, E. K. and Harron, J. S. "The Newark Phonics Experiment." *Elementary School Journal*, 28:690-701, May 1928.

<sup>21</sup> Garrison, S. C. and Heard, M. T. "An Experimental Study of the Value of Phonetics." *Peabody Journal of Education*, 9:9-14, July 1931.

<sup>17</sup> Horn, E. *Methods of Instruction in the Social Studies*. Scribner's, 1937.

more from such instruction than the average children, who showed very little improvement as a result of it. The various controversies in regard to the type of word analysis that should be given have not yet been settled by experimentation, yet all authorities agree that the ability to solve new words independently must be acquired by the child at some time in his reading program. Possibly the greatest value of instruction in visual and auditory discrimination and in any comparison of word elements at any level is to be found in the increased rate of learning of new words rather than in increased power of solving words independently. A child who has had his attention called to certain roots or prefixes and who later notices these elements in a new word will probably recognize the word at sight more readily than if he had had no such training. It would be desirable to verify this assumption of increased learning rate through experimental techniques.

Direct instruction in word meaning usually consists of scanning a selection to be read by the child, locating the words that are likely to be difficult, testing the words for meaning, enriching meaning if the word is not in the child's vocabulary, and then teaching its pronunciation from visual presentation. It is possible for a person to understand the meaning of a selection when a large proportion of the words are not known to him. In selecting the words for the day's instruction it is well to use only those words which are essential to understanding the major ideas, or words which have high frequency in the established word lists. The most essential element in direct instruction is increasing the meaning vocabulary. Whenever a word, presented orally, does not readily yield many verbal associations from the class it indicates a need for enrichment. McKee<sup>22</sup> summarizes well the many methods

recommended for enriching words. Direct instruction in vocabulary requires constant review in order to retain the words taught. Multiple choice tests and matching tests, as well as short paragraphs which use the words in new situations, are suitable for the review work.

If the dictionary is to be used as a basis for instruction in word meanings two skills ordinarily need to be taught: first, the ability to locate words in the dictionary rapidly; second, the ability to select the definition which fits the context of the material being read. Informal tests show that certain children in the intermediate class require as much as thirty minutes to locate ten words in the dictionary, and that marked improvement can be made in this skill by a very short period of instruction in the location of words. Without this instruction many children find the use of the dictionary so very cumbersome that they tend to avoid it whenever possible.

#### WORD MEANING INSTRUCTION

The large number of unknown words in middle-grade reading makes word meaning instruction of considerable importance. While the use of standard vocabulary lists for the intermediate grades might eventually produce a greater uniformity among books, as Hockett and Neeley<sup>23</sup> have shown such lists have done for the primary grades, there is little likelihood that the total number of different words will be reduced to the point where direct instruction can be relied upon as a means of teaching them. The presence of an extremely large number of different words means that direct vocabulary instruction alone is an inadequate method of approach. The growth of word meaning vocabularies of children is approximately a thousand words

<sup>22</sup> McKee, Paul. *Reading and Literature in the Elementary School*. Houghton Mifflin, 1934.

<sup>23</sup> Hockett, J. A. and Neeley, D. P. "Comparison of the Vocabularies of Thirty-three Primers." *Elementary School Journal*, 37:190-202, November 1936. Hockett, J. A. and Neeley, N. G. "Vocabularies of Twenty-eight First Readers." *Elementary School Journal*, 37:344-52, January 1931.

a year. A large part of this growth comes from extensive reading and from the word meaning exercises in the classroom. Failure to make this growth is probably due to a lack of habits of word perception or attention to meaning in context, etc. Holmes<sup>24</sup> points out that poor readers are unable even to locate words they do not know. This observation is easily verified by informal testing in any classroom. One of the first steps in improving rate of learning word meanings from extensive reading would be to teach habits of attention to unknown words. It is difficult to know just why these habits of inattention arise in slow-learning children. Possibly the presence of a large number of words outside their meaning vocabulary in the primary readers may account for it in part; other contributory factors may be lack of plot or interesting information, and the presence of diminutives and the use of strange forms of words which do not appear in adult vocabularies or in children's speaking vocabularies. More care should be taken to provide meaningful reading experiences so that the child is rewarded by increased meanings in every attempt to solve a new word.

Another transfer skill which has not been adequately studied is the ability to get meaning from context. The results of informal testing of adult groups by the writers show great variations in ability to acquire meanings of words while reading, even when the reading units are short and the words are clearly defined by the context. However, even when the word is seen it is apparent that some children are unable to get meaning from context and need special instruction in the skill.

Another type of transfer ability is to

<sup>24</sup> Holmes, E. "Vocabulary Instruction and Reading." *The Elementary English Review*, 11:103-5, April 1934.

be found in word derivation and word analysis exercises. Osburn<sup>25</sup> presents a list of the most common prefixes, suffixes, and root words found in the Thorndike List. While this type of instruction may increase the child's rate of learning new words on a quick-perception basis and may also enable him to solve new words independently, it has not yet been evaluated experimentally. The findings of recent studies in transfer and generalization in spelling indicate that similar studies in the field of reading vocabulary might be worth while. Thorndike<sup>26</sup> discusses the relative merits of direct versus indirect instruction without coming to any conclusion as to the superiority of either method.

#### QUICK RECOGNITION OF WORDS

One of the phases of vocabulary instruction in the intermediate grades which has been given little attention is that of quick perception of words. Even in the primary grades the importance of quick perception exercises is not yet well established. That there are many degrees of word perception is pointed out by Eames<sup>27</sup> who shows that children are able to recognize some words in a flash of one one-hundredth of a second, while others require a fiftieth, a twenty-fifth, a tenth, or even a half-second for the child to recognize them. A word must be perceived in a very small fraction of a second if an extra eye movement is to be avoided in reading. More attention will be paid in the future to this phase of word recognition instruction. At the present time the tendency is to improve speeded reading, not by increasing the

<sup>25</sup> Osburn, W. J. "Remedial and Follow-Up Word Bulletin," No. 1. *Vocabulary*. Public School Publishing Company, 1932.

<sup>26</sup> Thorndike, E. L. "Improving the Ability to Read." *Teachers College Record*, 36:1-19, 123-44, 229-41, October, November, December 1934.

<sup>27</sup> Eames, T. H. "A Study of the Speed of Word Recognition." *Journal of Educational Research*, 31:181-7, November 1937.

perception levels for the individual word, but by emphasizing phrase reading. Taylor<sup>28</sup> has used a consecutive phrase tachistoscope for this purpose while Anderson and Dearborn<sup>29</sup> at Harvard are using motion picture films for the same purpose. These methods have not been fully evaluated in relation to outcomes for different types and levels of reading. Taylor's control group, reading from mimeographed sheets, made greater gains in comprehension than his experimental group which used the mechanical device for speeded phrase perception.

Eye movement and phrase perception exercises are presented by many experiments. Robinson,<sup>30</sup> using materials printed in phrases and presented under pressure of timed exercises, was able to increase speed of reading at the college level without loss in comprehension. Any kind of timed exercise seems to speed the word perception as studies of Lowry<sup>31</sup> and O'Brien<sup>32</sup> indicate. A common and effective method of increasing speed of word perception is extensive reading under the impetus of a good plot or other high types of motivation.

#### INDIVIDUAL DIFFERENCES

The most salient fact resulting from the use of objective examinations in any school subject is the extent of individual differences at any age or grade level. This is particularly evident in vocabulary studies. In any of the intermediate grades a range of at least four years in reading vocabulary ability is the minimum to be expected. The same will undoubtedly be true of the writing and speaking vocabu-

laries of children at this level. In addition to differences in range of vocabulary there are also differences due to types of the child's experience. In rural communities the superiority of the child's vocabulary related to farm animals and farm products will be evident, while in industrial communities a different type of vocabulary will be found. Fitzgerald<sup>33</sup> points this out in his study which was based on the writing vocabularies of children in the middle west.

A further analysis of reading vocabulary into word meaning, word recognition, and word analysis will show similar ranges of achievement in each. Various types of initial instruction may account for certain group differences in these abilities. Clinical studies indicate that in the basal reading systems which include intensive phonetic instruction, the child's sight vocabulary is smaller than in word recognition systems. The systems which are based primarily on word recognition penalize the child's word analysis abilities in a similar manner. Probably the most significant factors for instruction, however, are differences in the rates of learning of individual pupils. Even as early as the first grade, Donnelly<sup>34</sup> shows, some children are learning many times as fast as others, and this difference in learning rate persists throughout the school year.

Not only do we have individual differences among groups of children at any age level, but a single child shows lack of uniformity in the development of his various vocabularies. A child of rich home environment will usually have a very wide understanding vocabulary, yet may have a very meager writing vocabulary due to the lack of opportunity for

<sup>28</sup> Taylor, E. A. *Controlled Reading*. University of Chicago Press, 1937.

<sup>29</sup> Anderson, I. H. and Dearborn, W. F. "A New Method for Teaching Phrasing and for Increasing the Size of Reading Fixations." *The Psychological Record*, Vol. I, No. 28. Principia Press, December 1937.

<sup>30</sup> Robinson, F. P. *The Role of Eye Movements in Reading*. University of Iowa, 1933.

<sup>31</sup> Lowry, E. "Improving the Mechanics of Reading." *Elementary School Journal*, 32:364-8, January 1932.

<sup>32</sup> O'Brien, J. A. *Silent Reading*. Macmillan, 1921.

<sup>33</sup> Fitzgerald, J. A. *Letters Written Outside the School by Children of the Fourth, Fifth, and Sixth Grades*. University of Iowa, 1934.

<sup>34</sup> Donnelly, H. E. "The Growth of Word Recognition Skills in Grade One." *Education*, 56:40-3.

practice in that particular skill. Extensive reading will undoubtedly expand the child's understanding of words read, but this does not necessarily mean that the words will be found in his speaking vocabulary. Special difficulties which develop in reading or spelling will unquestionably play their part in cutting off the development of reading and writing vocabularies, while the child's speaking vocabulary may enlarge at a fairly normal rate.

Exact adjustment to individual differences is probably an ideal that cannot be attained in the classroom. At best, either classroom or individual instruction can result only in occasional approximations of the child's needs. Perhaps this is adequate for the average or superior child. However, individual tutoring will often be necessary to provide the careful gradation of lessons for the child who has marked confusion or severe learning difficulties. Since textbooks for the intermediate grades have no standardized vocabulary, it is impossible to predict which and how many difficult words any child will encounter when reading a book.

In independent voluntary reading the problem of vocabulary is best taken care of by seeing that the books recommended for the child are not beyond his vocabulary level. A common practice at present is to assume that a child's score on standard reading tests indicates the level of the book which he can read on the standardized reading lists. The difficulty in this method, however, is the unreliability of both the reading tests and the method of evaluating the difficulty of books. Neither does this method take into account the factor of motivation in relation to read-

ing difficulties. The better plan is to test the individual in relation to any specific book to be read. A simple method of making this test is to have the child read a typical passage in the book and note the number of difficult words he encounters. If the vocabulary burden is not so great as to interfere with his pleasure or comprehension he should be permitted to read the book. Often it will be found that a high degree of motivation can overcome marked vocabulary difficulties. It must be remembered that it is not essential for a child to be able to understand every word in the passage in order to comprehend it. If a child were expected to know and remember the meaning of every word which he meets in his reading he would rapidly acquire a vocabulary beyond that of the writers of the books.

Methods of adjustment to vocabulary differences in the classroom situation are discussed in Chapter XI of the *Thirty-sixth Yearbook* of the National Society for the Study of Education.<sup>25</sup> This chapter suggests unit assignments which permit the use of books of a wide difference in grade levels which center around a single topic or problem. Individual library assignments of various sorts also allow this flexibility. Homogeneous grouping simplifies the instructional program somewhat, but individual differences remain to such an extent that uniform assignments can rarely be used. Small-group instruction, in which five or six pupils are assigned to the same text, seems to be more satisfactory as a method of procedure.

<sup>25</sup> National Society for the Study of Education. *Thirty-sixth Yearbook*, Part I, "The Teaching of Reading; a Second Report." 1937.

# Elementary School Language Textbooks\*

MILDRED A. DAWSON

*The University of Tennessee, Knoxville*

(Continued from March)

## B. CURRENT PRACTICE AS REFLECTED IN TEXTBOOKS

Thirty-two of the forty-five studies that have dealt with elementary textbooks in English have involved the detailed analysis of texts for the purpose of determining current practice in teaching English. That almost three-fourths of the investigations to date have been concerned with current practice is probably due, in part, to the relative simplicity of the task of analyzing books. Admittedly, the task is one of prolonged drudgery; but it is mere routine after once a technique is evolved, and little constructive thinking or imagination is required. Moreover, the confines of the task can be narrowed down to the limits of term papers and Master's theses. It takes many studies so narrow in scope to yield anything like a comprehensive and representative picture of current practice in selecting and organizing materials for textbooks.

Of the thirty-two investigations of current practice as revealed by an analysis of textbooks, nine have emphasized the grade-placement of items; the remainder have been concerned with ascertaining the nature of the contents of the books. In a number of instances, certain criteria have been set up and the contents of the books checked against them in order to determine the relative social utility of the materials.

The integrated statement of the results of all reviewed studies involving analysis

of textbooks will follow the discussion of the individual investigations.

### *Grade-placement of Items in Textbooks*

Green (10) in 1929 made a survey of seven series of textbooks for grades three to eight in order to determine what specific language skills in capitalization, punctuation, and abbreviations have been included in the books, and where these were first taught and later re-emphasized. He found there to be little agreement among writers of language textbooks as to what to include in a textbook, the grade in which to teach specific items, or the number of repetitions to be given each item. Burnham (9) in 1932 reported the analysis of ten textbooks for a similar grade-range. He, too, was interested in punctuation and capitalization. After an extremely detailed report of the grade-placement of specific items, Burnham concluded as follows: Nearly all types of elementary capitalization and punctuation were introduced in the lower grades; these were given a high frequency of direct teaching in these lower grades; while there was less of direct teaching in the higher grades, there were many more opportunities for practice, many of these being incidental and, therefore, dependent on the watchfulness of the teacher; the few skills that were introduced in the higher grades were accorded so little direct teaching that mastery was doubtful.

In 1930, Martha Van Brussel (13) reported that the six series of English textbooks that she had analyzed had no con-

\* The Sixth Annual Research Bulletin of the National Conference on Research in English.

sistent program for the grade-placement of verbs in the various elementary grades. Her study is more fully reported in the section devoted to "Phases of English that are emphasized in textbooks." (Pages 21-22.) Two years later Lien (11) reported the results of an analysis of six series of textbooks. He was interested in determining what particular adjectives were included in the books and in ascertaining "the amount of drill, the number of adjectives that receive drill, the grade placement, the presence or absence of remedial and maintenance drill, and the social importance of adjectives." He found a total of 1055 adjectives, the average number per series of books being 366. There was evidence of lack of any specific guiding principles in selecting the adjectives to be drilled. Many adjectives were found in only one of the series. Most of the infrequently included adjectives were located low in the Horn list, their low social utility thus being demonstrated. Only a small number of very common and easy adjectives received much drill. Generally, the most frequently included words were considered to be of social importance as manifested by their inclusion in the Horn list. Drill was concentrated rather largely in the books devoted to grades six to eight. Within each series, a maintenance program was found to exist.

Macmillan (12) included textbooks among the diverse materials that she analyzed in order to check on current practice in teaching "grammar," which she defined as the requiring of pupils to formulate, or to learn, rules describing usage. Her study, which is more fully treated in a later section of this summary, led her to the conclusion that there are three well defined policies in the grading of materials: to begin grammar in the primary school, in the intermediate grades, or in the junior high school.

In 1934, Akey (8) reported the analysis of eight sets of elementary English

textbooks copyrighted since 1927, her investigation having been for the purpose of ascertaining the content of the current courses in English. Her findings were presented in terms of grade-levels. In general, she found that the book for each successive grade contained the same phases as did the books for preceding grades, there being "a tendency to enlarge upon the previous year's work without eliminating the least important skills which [had been] presented and [were] supposed to have been mastered." (Page 4 of abstract of thesis.) Particularly was Akey impressed by the lack of agreement among the texts, certain phases being overemphasized by some authors and completely omitted by others. She decried the extremely strong emphasis on imaginary situations at the expense of real-life expressional activities.

#### *Grade-placement Checked Against Criteria*

Hunt (16), in an attempt to determine the per cent of subject matter outlined in state-adopted texts in English that is learned by pupils, analyzed the texts so as to have a basis for improvising informal tests. He concluded that "the data indicate that the practice tests and the subject matter of certain grades are more difficult than they are for other grades. Pupils learn more than 75 per cent of the prescribed subject matter." (From abstract.)

Friest (15) first attempted to discover certain specific oral and written language skills which are emphasized in pre-third grade language instruction and pupils' usage. Then, in order to get a bird's-eye view of present practices in teaching these skills in anticipation of pre-third grade attainments, he analyzed five courses of study, five textbooks, and five workbooks. Friest found great diversity in the selection and grade-placement of items, there being practically no correlation in the in-

clusion of items between the courses of study and textbooks although there was considerable correspondence between textbooks and workbooks. He concluded that, though definite language goals could be set up as the result of his comparison of pupil-use with the offerings of the printed instructional materials, to set up such goals would be impractical and inadvisable because of the varying conditions and needs of each and every schoolroom situation. (May this also be an argument, in general, against using complete sets of textbooks and workbooks?)

As a preliminary stage of his investigation of pupil-usage as a factor in the grade-placement of certain items of punctuation, Cesander (14) took an inventory of punctuation situations found in the elementary English textbooks used by children. These situations he checked against the use that pupils actually make in their writing. He found much variation from one textbook to another within any given grade-level, both as to the identity of the situations and the amount of instruction. In general, the number of items per book tended to increase from grade to grade; yet, in pupils' actual use of these items, twenty of the thirty-two under consideration were needed by children in third grade. The textbooks accorded major emphasis to relatively few items and omitted entirely certain essential punctuation situations which pupils meet in their writing. Cesander's report gives an itemized list of punctuation situations that should be added to instructional materials in each of the grades from three to eight.

#### *Phases of English That Are Emphasized in Textbooks*

Fourteen of the forty-five studies herein reviewed were concerned wholly or in part with the analysis of the contents of elementary English textbooks. One dealt with the inclusion of pupil activities; three with teaching techniques; and

twelve with the identity of, and relative emphasis given to, the various phases of English.

Dyer (19) in 1925 made an analysis of textbooks for the intermediate grades and for junior high school for the purpose of discovering the types of language activities contained in such books and the relative emphasis accorded each type. She concluded that, in following English textbooks, children had to spend more than half of their time in activities not directly related to the demands of actual expression; that the relation of the expressional activities to school work was almost completely ignored; and that children had first to learn expressional techniques in the abstract before actually using them, this last conclusion being based on the fact that there were more and more expressional assignments as the grades advanced. She recommended decreased emphasis on non-expression, the abandonment of the practice of having a hodge-podge of English lesson-types within a single textbook, the provision of more correlation, the pupils' use in actual expressional situations of the fundamentals of standard usage, and the determination of these fundamentals by investigation.

In 1929, Tanruther (28) made "an inventory of instructional devices for stimulating written language production in the elementary grades" for the purpose of bringing together a catalogued list of devices which a teacher may use in teaching the essential language skills. After analyzing six sets of "modern" textbooks, he concluded that a total of 319 devices was a large one. He found that certain techniques were commonly used for the practice of specific situations, such as copying for letter-writing, and dictation for sentence sense, and that the use of certain devices was largely restricted to specific grade-levels.

Macmillan (12) in 1931 reported an

analysis of textbooks and various treatises on methods in teaching English in order to determine the following: (a) objectives in teaching English grammar; (b) current practice in grading materials so that they might be within the grasp of pupils; and (c) methods of teaching English which were recommended as being particularly effective, especially in respect to whether it should be taught directly or incidentally. Her composite summary makes the identification of facts about textbooks in themselves impossible, but the following findings seem pertinent. The objectives were principally concerned with correct usage, sentence structure, organized thinking, and effective communication. Those materials that postponed the actual teaching of grammar until the junior high school, in some instances, introduced the terms and facts of grammar in the intermediate, or even primary, grades. The methods that were stressed were: (a) pupils' participation in the pursuit of objectives; (b) inductive and deductive teaching; (c) varied exercises for applying grammatical rules; (d) functional grammar; (e) thorough teaching of definite minimum essentials; and (f) self-teaching materials. Macmillan noted a lack of uniform nomenclature and the existence of divided practice so far as teaching incidentally or systematically was concerned.

Page (26) in 1936 made a report of her investigation of the instructional procedures incorporated in recent composition textbooks. She found that there had been marked changes in English instruction in the past ten years. Specifically, there had been changed emphasis on the

constructions of grammar, many being in the process of elimination—especially those only infrequently used or slightly misused. More time, in the later years, was being given to oral communication and to the meeting of informal everyday speech needs. To quote Page's abstract of her thesis:<sup>8</sup>

A close relationship is being recognized between English composition and every activity in the school program. Time devoted to the subject has become the time for practice in such expression as the pupils find need for in classrooms, on business occasions, and during leisure moments. . . . Textbook makers are not consistently successful in making all phases functional. They are most successful with problems which approach the mechanical, such as diction, capitalization, and punctuation, and particularly the parts of the letter. An analysis shows that the activities of English textbooks are excellent vehicles for the solution of specific problems. The authors, however, are able to make few suggestions with regard to specific problems to be coped with in relation to particular activities. They leave the task of the selection of definite problems of usage for consideration in particular activities to the teacher. Whether she relates the more serious problems in the composition activities, or permits circumlocution, or emphasizes constructions infrequently used or for which there is a slight chance for error, is another problem.

Although the textbooks are addressed to the pupil, the results of analysis show that the authors have planned the activities in so far as problems of usage are concerned with the idea of having the teacher dictate the program and the policy of the pupils. This procedure has resulted in a too general relating of problems of grammar to functional composition. . . . Such textbooks are organized according to no definite plan for specific application of problems of usage to functional composition activities; it is possible that responsibility for the 55 per cent of ninth-grade pupils who do not "master even the essentials of English usage" may rest partially with the textbook makers.

<sup>8</sup> Quoted from University of Pittsburgh Bulletin, *The Graduate School*, XXXIII, No. 1, for October 1, 1936, pp. 318-19.

# Editorial

## The Spring Book Festival

THERE IS something very fine in the wholehearted support that publishers have given the Spring Book Festival for Children. No more convincing evidence of sincerity could be found than the splendid list of new books for boys and girls that appeared in "The Spring Season's Books for Children," New York Herald Tribune Books, Sunday, April 3. There were about thirty publishers represented in the list, and more than one hundred books.

Mere numbers, however, do not tell the full story. The books rank high as children's literature, are attractively bound, and many of them are beautifully illustrated. The publishers, too, seem to have been fully aware of the multiplicity of vacation interests to be served through the books, for the spring publications show great variety. There are gardening books, nature books, books about pets, about camping in the open, about games and sports. There are stories and tales and fables for all ages.

Everyone who understands the toil and effort necessary to bring the final draft of copy to the editorial desk, and see manuscript through to publication, will appreciate the task of placing on the calendar this spring each particular book that might normally have come out later in the year. The highest praise is due those who so strenuously worked for this idea of balancing more evenly the output of new books for children between the fall and the spring of the year.

It would be difficult to overestimate the good accomplished under the leadership of Frederick Melcher, who fifteen or sixteen years ago helped institute Children's Book Week as an annual fall celebration. Publishers began to issue more and better books for boys and girls. All

of this has been a matter of annual rejoicing on the occasion of Children's Book Week. Now, thanks to Mrs. May Lamberton Becker, who has helped establish the Herald Tribune book prizes, we have the Spring Book Festival awards for excellence in authorship to parallel the award of the Newbery Prize in November.

So tribute is paid superior achievements of authorship at the two seasons when people have always turned to festivities, and from time out of memory have found a place in their celebrations for retelling legends and stories. One thinks of the great dramatic poets contesting for laurels at the Dionysia in the theatre at Athens when myths and legends of the ancient world were the inspiration for a new literature, the Periclean drama.

But instead of gathering together at one place as they did at Athens, the celebrants of the Spring Book Festival are staging their festivities wherever they happen to be throughout the country. All over America the new spring books for boys and girls appear alluringly in show windows, on display counters, and in school and community exhibits. There are plays, too, festive activities of all kinds in classrooms and at auditorium assemblies in schools everywhere. There will be release from the textbooks that have been so slow in moulting their drabness. School libraries awaken in the colorful display of the new book jackets. All this suggests that if there is to be a change within the schools for a greater abundance of good books for children, and this change is to come at all soon, it will be under the influence of the trade book which is so fascinatingly free from pedagogical domination and so hopefully free of school finance.

# Spring Books, 1938

## Things to Do

*In and Out of Doors.* By Susan, Charlotte, and Christopher, and their parents, Amabel and Clough Williams-Ellis. Coward McCann, 1938. \$2.50.

Covers a wide variety of subjects, among them care of animals, camping, cookery, acting, and includes a selection of stories and poems.

*Tricks Any Boy Can Do.* By Joseph Leeming. Appleton-Century, 1938. \$2.00.

*The Boy Scout Book of Outdoor Hobbies.* Ed. by Franklin K. Mathiews. Published for the Boy Scouts of America, Appleton-Century, 1938. \$2.50.

*Fun in the Backyard.* By Arthur Lawson. Illus. Crowell, 1938. \$2.00.

An invaluable book for any family to have on hand for the summer holidays. This volume deals exclusively with games, and describes a great number and variety, from bowling on the green to mumblety peg, handball, croquet, and games for rainy days.

*Junior Boat Builder.* By H. H. Gilmore. Illus. Macmillan, 1938. \$1.25.  
How to build model boats.

*Fun at Home.* How to Make Indoor and Outdoor Games. By Ray J. Marran. Appleton-Century, 1938. \$2.00.  
Directions for making and playing games.

## Science and Applied Science

*A Story of Water.* By Augustus Pigman. Ed. by Alice V. Keliher. Illus. by Paul Laune. Appleton-Century, 1938. \$1.50.

This book is unique. It is a story of water in the everyday life of man, and shows how the methods of getting water parallel the development of civilization. Exceedingly interesting both in material and treatment.

*Introducing the Constellations.* By Robert H. Baker. Illus. with photographs and charts. Viking, 1937. \$2.50.

This admirable book gives sound, scientific information in a non-technical manner. For all his precise, technical knowledge of the heavens, the author still realizes the poetic fascination of the stars. Excellent reading.

*Boys' Book of the Sea. The Latest Afloat and Beneath the Waters.* By Charles Boff. Dutton, 1938. \$2.00.

*American Wings. Modern Aviation for Everyone.* By Capt. Burr Leyson. Foreword by Capt. Eddie Rickenbacker. Illus. with official U. S. Army and Navy photographs. Dutton, 1938. \$2.00.

## Travel and True Adventure

*America Begins. The Story of the Finding of the New World.* By Alice Dalgliesh. Illus. by Lois Maloy. Scribner, 1938. \$1.00.

Simply-told narrative. Both illustrations and text are carefully worked out.

*Tops and Whistles. True Stories of Early American Toys and Children.* By Carolyn Sherwin Bailey. Illus. by Grace Paull. Viking, 1937. \$2.00.

Charmingly told true stories of the toys of young pioneers, and the part these toys often played in the social and industrial history of the country.

*Watchmen of the Sea.* By Glenn Perry. Scribner, 1938. \$2.00.

These true stories of the U. S. Coast Guard are more thrilling than fiction. This is one of the best books of the season for boys, adults, for anyone, in fact, who is thrilled by stories of the sea. The book satisfies what Constance Lindsay Skinner calls "that native idealism . . . which is as the marrow in human bones . . . courage, daring, joy . . . loyalty."

*Your Washington.* By Mary Field Parton. Longmans, Green, 1938. \$2.00.

Gives much information not ordinarily available to a tourist.

## Biography

*Famous Mothers and Their Children.* By Anna Curtis Chandler. Illus. by Margaret Ayer. Stokes, 1938. \$2.00. Ages 10-14.

Sketches of sixteen delightful women, including Mary Arden Shakespeare, Mary Washington, Katherine von Goethe, Abigail Smith Adams, Anne Marie Andersen, Leah Mendelssohn, Margaret Ogilvy Barrie, and others.

*John Marshall. Our Greatest Chief Justice.* By Belle Moses. Illus. by Edward C. Caswell. Appleton-Century, 1938. \$2.00.

*Little Patron of Gardeners; the Good Saint Fiacre.*  
By Catherine Beebe. Illus. by Rob Beebe. Longmans, Green, 1938. \$1.00. Ages 5-8.

*Uncle Dan. The Life Story of Dan Beard.* By Cyril Clemens and Carroll Sibley. Intro. by Hamlin Garland, and foreword by Theodore Roosevelt. Crowell, 1938. \$2.00.

#### Humor

*Edgar the 7:58.* By Phil Strong. Illus. by Lois Len-ski. Farrar and Rinehart, 1938. \$1.50.

When Edgar made up his mind to be on time at Pittsville, and to settle once and for all the interminable arguments carried on by the crew, the results were startling. Superlative nonsense.

*Bandmaster's Holiday.* By Jack Bachdolt. Illus. by Decie Merwin. Oxford, 1938. \$1.00.

Barko was a trained seal, the conductor of the Symphonic Seal Orchestra. When, by accident, he escaped to the ocean, he remained an artist, and returned, one night, to conduct a village band. First-rate humor.

*Runaway Balboa.* By Enid Johnson. Illus. by Anne Merriman Peck. Harper, 1938. \$2.00. HONORABLE MENTION. N. Y. *Herald Tribune*.

Balboa was a "mule"—a stout little engine that helped pull ships through the Panama Canal. When Balboa became restless and ran away, things did not go too well with him, and he was glad to return to his work.

*Castle No. 9.* By Ludwig Bemelmans. Illus. by the author. Viking, 1937. \$2.00.

Baptiste, who had liveries for each day of the week, a cat, and a silver candlestick, went to serve the Count Hungerberg-Hungerberg. How Count Hungerberg-Hungerberg renamed everything in the castle, and how unwise this proved to be, make a delicious story. One of those rarely-perfect humorous books.

#### Animals

*Garry. The Story of a Dog.* By Essex Hope. Illus. by Stanislaus Brien. Harcourt, 1938. \$1.50.

The story of Garry, a Welsh corgi puppy, is told with deep sympathy and keen understanding. Animals everywhere suffer abuse at the hands of some human beings, but this is mitigated somewhat for Garry by the almost universal kindness shown dogs in England.

*Berry. The Story of a Wolf Dog.* By Thomas C. Hinkle. Morrow, 1938. \$2.00.

*Rumbo.* By L. A. Watkins. Illus. by Jacob Landau. Macrae, Smith, 1937. \$2.00. Much information about elephants and circuses.

*Strange Birds and Their Stories.* By A. Hyatt Verrill. Illus. by the author. L. C. Page, 1938. \$2.50.

*Tiger Roan.* By Glenn Balch. Illus. by Lee Townsend. Crowell, 1938. \$2.00. The biography of a broncho.

*Chanco. A U. S. Army Homing Pigeon.* By Helen Orr Watson, Illus. with photographs by the Signal Corps, U. S. Army. Harper, 1938. \$2.00.

An absorbing book, giving information on experiments with pigeons and on their remarkable flights.

*Sakimura.* By Zhenya Gay. Illus. by the author. Viking, 1937. \$1.50.

A picture book for children and for cat-lovers, for this is the story of a real cat.

#### Legends and Fairy Tales

*The Magic Spear and other Stories of China's Famous Heroes.* By Louise Crane. Foreword by Lin Yutang. Decorations by Chin Chih Yee. Full page drawings by Yench'i Tiao Tu. Random House, 1938. \$2.50. HONORABLE MENTION, N. Y. *Herald Tribune*.

Chinese children told the stories to the author, and the book is "merrily dedicated by the boys and girls of China to the boys and girls of everywhere." A beautiful and valuable collection.

*It's Perfectly True and other Stories.* By Hans Christian Andersen. Trans. from the Danish by Paul Leyssac. Illus. by Richard Bennett. Harcourt, Brace, 1938. \$2.50.

The translator is a Dane and an authority on Andersen. A handsome book.

*The Story of Odysseus.* A new translation by W. H. D. Rouse. Decorations by Lynd Ward. Modern Age Books, 1937. Paper, 50c.

The translator, who is headmaster of the Pearse School, and Loeb Library Lecturer in Sanskrit at Cambridge asks that the translation be judged simply as a story. He has avoided the "affectations and attempts at poetic language which Homer himself is quite free from" and has put lively words into the mouths of the Homeric characters.

*The Magician's Cloak.* Trans. and adapted from the Swedish by Margaret Sperry. Illus. by Dorothea Cooke. Holt, 1938. \$1.75. Ages 8-12.

Four charming Swedish fairy tales, excellent for

reading aloud or re-telling. The volume is attractively printed and illustrated.

*Famous Cats of Fairyland*. Stories collected by Lowry Charles Wimberly. Illus. by Nina Barr Wheeler. Dutton, 1938. \$2.50.

Twenty-six stories of fairy cats—delightful creatures all—from Aesop's cats through Dick Whittington's profitable pet to the cats of the Brothers Grimm. Korean cats, English cats, German, Japanese, Dutch, and French cats are all here. An unusually good collection for story-telling.

*The Hobbit*, or There and Back Again. By J. R. R. Tolkien. Illus. by the author. Houghton, 1938. \$2.50. AGES 8-12. AWARD FOR YOUNGER CHILDREN. N. Y. *Herald Tribune*.

Hobbits "are . . . small people, smaller than dwarfs (and they have no beards) but very much larger than lilliputians." This fantasy, told with all the mock-seriousness and matter-of-fact detail of which the English are such masters, concerns a quiet, respectable hobbit, Bilbo Baggins, and his sudden quitting of settled life for a hazardous adventure with dwarfs to recover gold from a dragon.

*The Jumping Lions of Borneo*. By J. W. Dunne. Illus. by Irene Robinson. Holt, 1938. \$2.00. HONORABLE MENTION. N. Y. *Herald Tribune*. Fantastic and hilarious story. Beautiful illustrations.

*Barney the Donkey*. By Anne Casserley. Illus. by the author. Harper, 1938. \$1.50.

Amusing tales of a rascally donkey, leprechauns, and the like. Illustrations are in silhouette.

*The Fairy Minstrel of Glenmalure*, and other stories for children. By Edmund Leamy. Illus. by Richard Bennett. Longmans, Green, 1913, 1937. \$1.00.

#### Miscellaneous Fiction

*The Iron Duke*. By John R. Tunis. Illus. by Johan Bull. Harcourt, 1938. \$2.00. AWARD FOR OLDER CHILDREN. N. Y. *Herald Tribune*.

Jim Wellington of Waterloo, Iowa, is nicknamed "The Iron Duke" at Harvard. The story traces the gradual maturing of the middle-westerner in the eastern college. The higher academic standards, the hard work, the pranks, sometimes rowdy, sometimes clever, and the Duke's success on the track, all make a good story for older boys.

*Five Proud Riders*. By Ann Stafford. Illus. by Bobri Knopf, 1938. \$2.00. HONORABLE MENTION. N. Y. *Herald Tribune*.

Five children set out on their ponies to ride

across the New Forest, and find plenty of adventure by the way. The author shows the modification of each child's personality under the influence of events with subtlety and skill. Out-of-doors England, with old inns, ancient forests, gypsies, spies, and always, horses, combine to make the book entertaining.

*We Didn't Mean to Go to Sea*. By Arthur Ransome. Illus. by the author. Macmillan, 1938.

The ever-welcome Swallows and Amazons again, and what could be better for summer reading?

*Happy Harbor*. A Seashore Story. By George and Doris Hauman. Illus. by the authors. Macmillan, 1938. \$1.75.

*The Fish with the Deep Sea Smile*. By Margaret Wise Brown. Illus. by Roberta Rauch. Dutton, 1938. \$2.00. AGES 5-8.

Dedicated to Lucy Sprague Mitchell. The author makes the most of the sensations and slight incidents important to children. She does not make the mistake of writing within a restricted vocabulary, but uses such rhythmical and satisfying expressions as "a black, surreptitious, slinking cat."

*The Boys' Book of Great Detective Stories*. Ed. by Howard Haycraft. Harper, 1938. \$2.00.

For boys in their 'teens. An excellent selection, including, as it does, "classics" of detective fiction.

*Rivals on the Mound*. By Ralph Henry Barbour. Illus. by Charles Czap. Appleton-Century, 1938. \$2.00.

*The Treasure of Belden Place*. By Frances Cavanah. Illus. by Lucille Wallower. Albert Whitman, 1938. \$1.50.

#### Stories of Other Times and Other Places

*Dick Willoughby*. By C. Day Lewis. Illus. by H. R. Millar. Random House, 1938. \$2.00.

The robust days of Elizabethan England, when the country was threatened by foreign and domestic enemies. A rousing story for boys of 11 to 15.

*The Adventures of Misha*. By Sergei Rosanov. Trans. from the Russian by Ivy Low. Drawings by Alexander Mogilevsky. Stokes, 1938. \$1.50. HONORABLE MENTION: N. Y. *Herald Tribune*.

The purpose of the book is instruction in the workings of steam engines, electric trains, and other machines important in urban life. It is self-reliant little Misha, however, who distinguishes the book. The volume will give pleasure by its simple information, gay style, and sturdy little hero.

*Jacques the Goatherd.* A story of the High Alps. By Maribelle Cormack and William P. Alexander. Illus. by Pierre Brissaud. Appleton-Century, 1938. \$2.00.

*High in the Mountains.* Rabi and Hanni in the Swiss Alps. By Emma Brock. Illus. by the author. Albert Whitman, 1938. \$2.00.

A winning little story of how Rabi and Hanni saved money to send their brother Carl to carving school.

*The Cottage at Bantry Bay.* By Hilda van Stockum. Illus. by the author. Viking, 1938. \$2.00. Age 8-12.

The author of this pleasant story of Irish family life is half Irish, and spent a good part of her girlhood in Ireland.

*At the Jungle's Edge.* A Boy and Girl of Costa Rica. By Melicent Humason Lee. Illus. by Leslie W. Lee. Crowell, 1938. \$1.50.

Two Indian children live with their grandfather on a small cocoa farm in Costa Rica. The book tells of the cocoa industry, and contains also information on jungle plants and animals.

*The Blue-eyed God.* By Francis Rotch. Illus. by John F. Clymer. Caxton Printers, 1938. \$2.50.

The mystery of Quetzalcoatl, the plumed serpent god of the Toltecs, who taught these people the arts of civilization. The author makes him a Norseman.

*Storms on the Labrador.* By Hepburn Dinwoodie. Illus. by the author. Oxford, 1938. HONORABLE MENTION. N. Y. *Herald Tribune*.

A powerful story, interesting for the simple, hardy characters, and for the setting. Since there has been little or no fiction with the Labrador as a background, this book has especial significance. A fine book, deserving a permanent place on library shelves. For older children and adults.

*Strong Hearts and Bold.* By Gertrude Crownfield. Illus. by Marguerite de Angeli. Lippincott, 1938. \$2.00.

James Town Colony a hundred years before the Revolution. Gertrude Crownfield writes authoritatively of this period of American history.

*Key Corner.* By Eva Knox Evans. Illus. by Erick Berry. Putnam, 1938. \$2.00.

When Miss Walsh came to teach at Key Corner, school began to be interesting for the Negro pupils.

*Mystery of the Broken Key.* By Maristen Chapman. Illus. by James C. McKell. Appleton-Century, 1938. \$2.00.

The Tennessee mountains.

*Brothers of the Frontier.* By Russell Gordon Carter. Illus. by Armstrong Sperry. Appleton-Century, 1938. \$2.00.

An Indian and a white boy become fast friends in early New Hampshire. This friendship is put to a test when trouble breaks out between the settlers and Indians.

*The Miniature's Secret.* By Hildegard Hawthorne. Illus. by Reginald Birch. Appleton-Century, 1938. \$2.00.

Concord in the 1850's.

*Jerry of Seven Mile Creek.* By Elmer E. Ferris. Illus. by Thos. J. Fogarty. Doubleday, Doran, 1938. \$2.00.

The author recaptures some of the atmosphere of rural America in the 1880's—the excitement when the circus came to town, the dances, the politics.

*Peace Pipes at Portage.* A Story of Old St. Louis. By Ada Claire Darby. Illus. by Grace Gilkison Stokes, 1938. \$1.75.

Miss Darby's books are based on a wide knowledge of pioneer days in Missouri. This story deals with Clark, and his efforts to form a lasting peace with the Indian tribes.

*Look-See with Uncle Bill.* By Will James. Illus. by the author. Scribner's, 1938. \$2.00.

*Sailing for Gold.* By Clifton Johnson. Illus. by James Reid. Putnam, 1938. \$2.00. HONORABLE MENTION. N. Y. *Herald Tribune*.

A New Englander sails from Boston for Melbourne and the Australian gold fields in 1853. Vivid writing the good characterization.

*The Nuggets of Singing Creek.* By Grace S. Dawson. Illus. by Loren Barton. Doubleday, Doran, 1938. \$2.00.

California in '49.

*Popo's Miracle.* By Charlie May Simon. Illus. by Howard Simon. Dutton, 1938. \$2.00.

Mexican Rafael finds a donkey wandering without an owner. When a dream sends him out to find the donkey's owner, he fulfills his wish to learn to paint. The Simons, usually associated with stories of the Ozarks, here show their versatility.

*Tale of the Four Tribes.* By Herbert Best. Illus. by Erick Berry. Doubleday, Doran, 1938. \$2.00.

Another vigorous story of the native peoples of Africa by a man who thoroughly understands them.

*Merin and Shari. A Boy and Girl of Mongolia.* By Edith A. Sawyer. Illus. by Margaret Ayer. Crowell, 1938. \$1.50.

Interesting information, well presented.

*The Coconut Monkey.* By Elizabeth Morse. Illus. by Margaret Ayer. Dutton, 1938. \$2.00.

Prang is a Malay boy whose father cares for the wild animals that are shipped from Singapore. The story gains interest from its tropical background.

*He Went with Vasco da Gama.* By Louise Andrews Kent. Illus. by Paul Quinn. Houghton Mifflin, 1938. \$2.00.

Against a background of fact, Mrs. Kent has told a story of the two boys who sailed around Africa to reach India. Excellent historical fiction.

#### Picture Books

*The Runaway Deer.* By Barbara Fleury. Illus. by Lilly Somppi. Macmillan, 1938. \$1.00. Ages 5-8.

A discontented deer ran away from the safety of the deer-park and strayed about a big city until he was recaptured and returned to the park. Charming pictures.

*The Cautious Carp and Other Fables in Pictures.*

By Nicholas Radlov. Illus. by the author. Coward McCann, 1938. \$1.50. HONORABLE MENTION. N. Y. *Herald Tribune*.

Pictures of the story-telling type, accompanied by short verses. This type of picture-book is especially amusing to children.

*Little Lamb.* By Dahris Martin. Illus. by Lilly Somppi. Harper, 1938. \$1.50.

A picture book for very little children. The diction is unnecessarily simple, but the pictures are charming.

#### ILLUSTRATION OF CHILDREN'S BOOKS

(Continued from page 165)

or in black and white is equally important and who merit more than a mere recital of name. Some of these are Grace Paull, Marjorie Flack, Marguerite de Angeli and Reginald Birch.

In a discussion of this subject, mention should be made of a type of book for children and young people which is particularly valuable in school work—that is, illustrated informational books. The Petershams in their *Story Book of Trains*, *Story Book of Aircraft*, and other books have done work along this line. Books of the nature world illustrated by such artists as Wilfrid Bronson and Eric Fitch Daglish are very helpful in classroom work. Walker's *How They Carried the Mail* illustrated by Frank Dobias, *Children of the Handcrafts* by Bailey illustrated by Grace Paull, and the several books of the Quennells narrating and illustrating the everyday life of peoples in Greece and England furnish excellent supplementary reading. In almost every

type of subject matter there can be found graphic and colorful books which will enliven the classroom recitation.

It is not the recitation alone however that creates a demand for this type of material. With the various projects and extra-curricular activities of our advancing education and the ever-widening field of young people's interests, there are many calls for pictures and illustrations to serve as models for making objects or to furnish accurate historical details for some anticipated event. Books answering this need will be time-savers.

In the selection of all illustrated books, we will be more successful if we keep in mind that they are for the use of the child and not the adult. There must be simplicity in lines so as not to be confusing. In the books for pleasure reading there should be spirited drawing, artistic coloring, humor—all of which they love. And the illustrations should be in keeping with the spirit of the text.

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By Virginia Andrews

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## THE YEAR IS A ROUND THING

By Helene Ebeltoft Davis

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HARPER &amp; BROTHERS, 49 E. 33rd St., New York City

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## INSECT ALLIES

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From *The White Stag*. By Kate Seredy. Illustrated by the author.

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